

DOCUMENT RESUME

ED 052 549

EA 003 674

AUTHOR Morishima, James K., Ed.
TITLE An Annotated Bibliography of Institutional Research, 1969-1970.
INSTITUTION Association for Institutional Research.
PUB DATE 70
NOTE 68p.
AVAILABLE FROM Office of Institutional Research, Claremont University Center, Claremont, California 91711 (\$1.00)

EDRS PRICE MF-\$0.65 HC-\$3.29
DESCRIPTORS Administrative Personnel, *Annotated Bibliographies, *Bibliographies, Faculty, *Higher Education, *Institutional Research, Planning, Research, Students

ABSTRACT

This annotated bibliography of institutional research is divided into the following sections: (1) Goals and Long-Range Planning; (2) Administration and Faculty; (3) Curriculum and Instruction; (4) Space Utilization and Scheduling; (5) Student Characteristics; (6) Recruitment and Admissions; (7) Prediction and Academic Performance; (8) Perception of the College Environment; (9) Retention, Attrition, and Transfer; and (10) Miscellaneous. An Author Index concludes this bibliography. (This document was previously announced as ED 046 349.) (AF)

ED052549

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

AN

ANNOTATED BIBLIOGRAPHY OF INSTITUTIONAL RESEARCH

1969-1970

James K. Morishima
Editor

"PERMISSION TO REPRODUCE THIS COPY-
RIGHTED MATERIAL HAS BEEN GRANTED
BY

*Association for
Institutional Research*

TO ERIC AND ORGANIZATIONS OPERATING
UNDER AGREEMENTS WITH THE U.S. OFFICE
OF EDUCATION. FURTHER REPRODUCTION
OUTSIDE THE ERIC SYSTEM REQUIRES PER-
MISSION OF THE COPYRIGHT OWNER."

EA 003 674

THE ASSOCIATION FOR INSTITUTIONAL RESEARCH

1970

\$1.00

Copyright © 1970

by

The Association for Institutional Research

TABLE OF CONTENTS

	Entry number	Page
Foreword.....		111
Goals and Long-Range Planning.....	1	1
Administration and Faculty.....	29	8
Curriculum and Instruction.....	71	17
Space Utilization and Scheduling.....	88	21
Student Characteristics.....	106	26
Recruitment and Admissions.....	173	41
Prediction and Academic Performance.....	190	45
Perception of the College Environment.....	209	49
Retention, Attrition, and Transfer.....	225	54
Miscellaneous.....	233	56
Author Index.....		62

FOREWORD

This annotated bibliography of institutional research is the fourth in a series published by the Association for Institutional Research (AIR) for distribution to the organization's membership and other interested persons. For the past four years members of AIR have been requested to submit abstracts of institutional studies which would be of general interest to members and which would be available to persons desiring a copy.

As in the previous editions, editing of the annotations has been minimal. This accounts, in part, for the variation in length of the entries. Some annotations are fairly extensive while others are quite short. Some editing has been necessary, however, to gain a bit of consistency in form and to meet space limitations.

With few exceptions, the editor has placed the entries in categories specified by the authors. Needless to say, many studies could be classified differently and many could be placed in more than one category. Because of the brevity of the bibliography no effort has been made to establish cross references for the entries. An author index has been included, however, and refers the reader to the number of the entries submitted by an author.

Where an entry makes no mention of cost it may be assumed that a single copy of the report is available free. Where there is a purchase price indicated for a particular study it is suggested that the purchase price accompany the purchase order.

The preparation of this bibliography has been greatly facilitated by the editorial assistance of Judith Fiedler. She is due special appreciation for the preliminary editing of the entries. I should also like to express my personal appreciation to Mrs. Sue Justen and Mrs. Laura Demombynes who, not only typed the final copy of the manuscript but contributed many helpful editorial suggestions. That team also proofed the final copy and prepared the author's index. Their work greatly facilitated the editorial task.

James K. Morishima
Editor

7

AN
ANNOTATED BIBLIOGRAPHY OF INSTITUTIONAL RESEARCH
1969-1970

GOALS AND LONG RANGE PLANNING

1. Benfield, Robert O. A Guide to the University Planning Process, Office of the Vice President for Staff Services, University of Houston, Houston, Texas 77004, 1970, 31 p.

This study outlines the concepts and practice of the Academic Planning process at the University of Houston. Included are sections on basic considerations in the planning process, the total systems approach to planning, controlled workload planning, multiple year planning, the planning-budgeting cycle, program planning, goals and objectives, major influences on change, and responsibilities for planning. The study stresses the importance of the enlistment of cooperation and the informed participation of the large numbers of people at the most basic levels of organization.

2. Committee of Presidents of Universities of Ontario (C.P.U.O.), Proposal for a Central Data Bank on Students and Resources of Ontario Universities, C.P.U.O., 230 Bloor Street West, Toronto 181, Ontario, 1969, 117 p.

This is a detailed analysis of the data bank, now being set up in the Province of Ontario. It covers accessibility and confidentiality as well as the proposed student, staff, space, operating expenses, and capital costs files. In the follow-up document (Report on the Schedule and Technical Aspects of the Development of the Data Bank), a schedule of activities and estimated costs of implementing the data bank are discussed.

3. Division of Institutional Research, Enrollment Distribution and Rate of Growth, 1964-1968, Office of the Chancellor, The California State Colleges, 5670 Wilshire Blvd., Los Angeles 90036, 1970, 115 p. (available on loan only)

The purpose of this report was to provide information for evaluating quantitative and qualitative growth in the California State Colleges. It considers current enrollment patterns and policies in the State Colleges and foreseeable problems connected with continued growth. It is a first effort to organize on a system-wide basis sets of individual campus enrollment data into useful groups and suggests their utility for planning purposes.

4. Division of Institutional Research, Enrollment Rate of Growth by Discipline Areas, 1964-1968, Office of the Chancellor, The California State Colleges, 5670 Wilshire Blvd., Los Angeles 90036, 1970, 185 p.

This study is a second report designed to provide information concerning growth patterns in the California State Colleges. The first report analyzed enrollment distribution by level of student and level of course. This report analyzes distributions by discipline area and level of instruction. The purpose of the report is to provide information on the distribution and rate of growth of full-time equivalent students by discipline areas for the individual State Colleges and the system. The findings of the study are primarily directed at answering two questions: what kind of faculty is needed, and how should the total enrollment be distributed?

5. Division of Institutional Research, Los Angeles - Orange County Enrollment Study: An Analysis of Los Angeles and Orange County Enrollments by Enrollment Zone, Office of the Chancellor, The California State Colleges, 5670 Wilshire Blvd., Los Angeles 90036, 1969, 18 p. (available on loan only)

This study was undertaken to facilitate planning for existing State Colleges and to determine the enrollment potential of proposed College sites. Recent enrollment trends in California metropolitan areas, particularly the Los Angeles-Orange County area, have clearly demonstrated that county-wide geographical areas and population groups are too large for current use. The use of smaller areas and groupings is necessary to improve the accuracy of estimating enrollment potentials. The outcome of this study was the proposal of new enrollment zones, the resummation of enrollment data by grade level and enrollment zone, and a calculation of grade-progression ratios for each zone.

6. Dodge, Norman B. Patterns of Progress: Higher Education Enrollments in Colorado, 1969-1980, Colorado Commission on Higher Education, 719 State Services Building, Denver, Colorado 80203, 1970, 36 p.

The first comprehensive report of higher education enrollments in Colorado to be published by the Colorado Commission on Higher Education. Presents historical data, student migration patterns (including geographic origins of students entering Colorado institutions), and enrollment projections to 1980-81 for 28 Colorado Institutions.

7. Hansen, B.L., and J.G. Barron. O.I.R. 6, Orientation Examples Showing Application of the Campus Simulation Model, Committee of Presidents of Universities of Ontario, 230 Bloor Street West, Toronto 181, Ontario, 1966, 31 p.

CAMPUS is an acronym for Comprehensive Analytical Methods for Planning in the University Sphere. It is a computer model which processes projected enrollment statistics and other necessary information in such a way as to yield time-based estimates of requirements for academic and non-academic staff, lecture and laboratory space, office space, and various categories of expense encountered in a large university.

8. Leitch, R.A.. The University of Tennessee System: Faculty and Staff Data Base, Part II, Office of Institutional Research, The University of Tennessee, 62 Administration Bldg., Knoxville, Tennessee 37916, 1970, 18 p.

This is Part II of a three part proposal for a Faculty and Staff Data Base. This part parallels Part I and sets forth more detailed information about the contents of the items, length, Federal and State requirements, those items currently used locally and nationally, the system responsible for the item and the current and future uses of each item.

9. Leitch, R.A.. The University of Tennessee System: Faculty and Staff Data Base; Part I, Introduction and Summary of Elements, Office of Institutional Research, The University of Tennessee, 62 Administration Building, Knoxville, Tennessee 37916, 1970, 9 p.

This report is the first part of a projected three part series outlining the scope and nature of the Faculty and Staff Data Base. Part I is a summary of the proposed data outlining the essential elements for a consistent system. The elements are listed under six groupings: base elements, personal information, educational qualifications, current positions, current faculty service and the payroll elements.

10. Lins, L.J.. Increasing Human Potential through Educational Change, Wisconsin Coordinating Council for Higher Education, 732 North Midvale Blvd., Madison, Wisconsin 53705, 1969, vii + 569 p.

Proceedings of Wisconsin interagency conference on the educationally deprived. Contains position papers of all Wisconsin educational systems as well as proceedings of conference and recommendations for action.

11. Lucas, John A. Enrollment and Facilities to 1995 for Harper College, Office of Planning and Development, Harper College, Algonquin and Roselle Roads, Palatine, Illinois 60067, 1970, 13 p.

This paper shows how primary and secondary school enrollments, population growth, adult interest and the State Master Plan inputs can be combined in a model to produce overall enrollment projections for over 20 years in the future. A plan is also outlined for projecting facilities on a single campus.

12. MacKeraghan, Lysle R. Bibliography on a Planning-Programming-Budgeting System Model for Community Junior Colleges, The Florida Community Junior College Inter-institutional Research Council (IRC), College of Education, University of Florida, Gainesville, Florida 32601, 1970, 18 p. \$.25

Contained is a comprehensive bibliography on planning-programming-budgeting systems prepared as part of a dissertation study.

13. McIntyre, Charles. The Nonresident Student, CCHE Staff Report No. 70-3, California Coordinating Council for Higher Education, 1020 12th St., Sacramento, California 95814, 1970, 108 p.

The focus of this study is on the appropriate level of nonresident charges and the legal implications of various definitions of residency. Included are (1) analysis of student migration patterns nationally, (2) a comparison of the socioeconomic and academic characteristics of the non-resident as opposed to the resident student, (3) analysis of the barriers currently used to limit student migration, (4) a review of the foreign student question, (5) assessment of the value of student migration to the nation, and (6) a linear programming analysis of the comparative social return to a state, such as California, from the instruction of resident and nonresident students.

14. McIntyre, Charles. Problems in the State-Level Financing of Community Colleges, Office of the Chancellor, California Community Colleges, 825 15th St., Sacramento, California 95814, 1970, 25 p.

This brief research paper was prepared for presentation and discussion at a seminar attended by California Community College presidents in Berkeley, California, June 22, 1970. Several important problems in the state-level financing of community colleges are analyzed with suggestions for needed empirical research. Topics included are: annual changes in the aggregate funding levels for the community college system, variations in funding among college districts, appropriate sizing of districts and colleges, and state, student, and local cost sharing.

15. McIntyre, Charles. Review of Junior College Finance, CCHE Report No.69-2, California Coordinating Council for Higher Education, 1020 12th St., Sacramento, California 95814, 1969, 97 p.

The primary emphasis of this study is the question of appropriate state and local sharing of the financial support of public community colleges in California. However, other fiscal areas of importance are examined, including: a cross section analysis of college expenditure data and the apparent results of the existing foundation program method of state support, a consideration of optimum scale in college operation, a time series analysis of college expenditures and income, and an analysis of eligibility attainment and the college-going decision as related to inequalities in student access and programs among colleges. Policy changes in ten specific areas of community college fiscal operations are suggested.

16. McIntyre, Charles. Student Charges, CCHE Report No. 1035, California Coordinating Council for Higher Education, 1020 12th St., Sacramento, California 95814, 1969, 118 p.

This study examines various options available in the formulation of student charge policies. The conclusions and policy recommendations are directed specifically to the University of California and California State Colleges, although the generality of the results makes the analysis applicable to public four year institutions in other states. Discussion centers around three policy "areas": the distribution of public and student support (i.e., the appropriate level of student charges), the uses to which student charges may be put, and the techniques by which charges may be administered.

17. Petrik, Eugene V. Manual For Academic Program Planning, Mount St. Mary's College - Office of the Vice President, 12001 Chalon Road - Los Angeles, California 90049, 1969, 49 p.

A manual describing the organization of a college for planning purpose, this book also contains planning forms and formulas used in allocating funds and space to planning groups.

18. Pinnell, Charles, Michael H. Wacholder. Guidelines for Planning in Colleges and Universities. Exchange Store, Texas A&M University, College Station, Texas 77843, 1968, 5 volumes, \$25.00 per set.

A general planning guideline that emphasizes the three major aspects of institutional planning -- Management and Program Planning, Physical Plant Planning and Financial Planning -- and further provides for a continuous planning system. This five-volume series contains a discussion of the planning system and presents suggested techniques for implementing the various aspects of the system.

19. Robinson, C.L., J.G. Barron. O.I.R. 11, Program-Based Resource Allocation Models at the University of Toronto, Committee of Presidents of Universities of Ontario, 230 Bloor Street West, Toronto 181, Ontario, 1968, 32 p.

This paper explores the need for a more effective means of allocating resources at the University of Toronto. A complete information system is presented as the answer with an accompanying description of the simulation model CAMPUS (Comprehensive Analytical Methods for Planning in the University Sphere) and how it can be used to solve the problems in allocating the resources available to a university.

20. Sharp, James B., Gordon R. Bopp, Henry Fagin, John F. McGervey, Handbook for Academic Planning, University of California, Irvine, California 92664, 1969, 78 p. \$2.50.

The Handbook deals with the creation and modification of academic programs with emphasis on the sequences of proposal, response, and modification which mark the phases of the annual academic planning cycle. It is divided into four parts: 1) a general explanation of the academic planning processes at UCI and of their underlying rationale; 2) a detailed explanation of how to prepare the first of the two major annually updated documents, the rolling Ten-Year Academic Plan; 3) how to prepare the second major annually updated document, the rolling Five Year Academic Budget; 4) appendices-- includes a glossary, flow chart, and examples.

21. Sharp, James B. Nevada Higher Education to 1980, A Study of the Long-Range Needs for Higher Education in Nevada, Volume I & II, Higher Education Advisory Committee, 425 East Ninth Street, Reno, Nevada, 1968, 63 & 462 p. respectively.

This report is the product of extensive study and analysis. Its preparation received valuable assistance and cooperation at each step from the University and other State agencies. The Report is presented in two volumes in anticipation of several levels of interest in the work. Volume I compends the information collected during the HEAC's studies of the experience and needs of higher education in the State of Nevada. Volume II essentially up-dates the detailed data and analyses of enrollments and resource requirements which were presented in a series of preliminary reports.

22. Tetlow, Jr., William L. Academic Standards of COSEP Students Examined, Office of Institutional Studies, B-45 Day Hall, Cornell University, Ithaca, New York 14850, 1969, 2 p.

A classification of COSEP students into four groups based on percentile values of secondary school class rank, SAT-V, and SAT-M; a distribution of semester grade point averages using the four classification groups; a summary of academic status of COSEP students compared with the Class of '64 in the College of Arts and Sciences; a study of the validity of standard academic predictors when applied to COSEP students.

23. Thompson, I., T. DaSilva, B.L. Hansen. O.I.R. 14, Development of a Capital Allocation Formula, Committee of Presidents of Universities of Ontario, 230 Bloor Street West, Toronto 181, Ontario, 1968, 35 p.

This report is based on University of Toronto information and it is an analysis of the allocation of capital funds for the purpose of establishing a basis for development of a Capital Allocations Formula. It is based on the assumption that the existing formula of allocating money by the category of students is adequate. Space is considered laboratory or non-laboratory and the undergraduate and graduate students are dealt with separately in four main divisions.

24. Thompson, I., B.L. Hansen. A Technical Analysis of Ontario Universities' Requirements for Library Facilities, 1970-76, Committee of Presidents of Universities of Ontario, 230 Bloor Street West, Toronto 181, Ontario, 1970, 75 p.

Projected facilities requirements and associated capital commitment are dealt with in the first part of this study concerning the libraries of the provincially assisted Ontario universities. The implications of this planning on future operating budgets are covered in the second section. Planning factors are selected from four different jurisdictions in an attempt to derive a range for the estimation of capital funds.

25. Wattenbarger, James L., S.V. Martorana, Dan S. Hobbs, Gerald F. Williams. Junior College Education in Oklahoma, Oklahoma State Regents for Higher Education, Room 118, State Capitol, Oklahoma City, Oklahoma, 1970, 79 p.

This study analyzes Oklahoma's current situation with regard to the provision of post high school education below the baccalaureate level, and makes recommendations concerning a provision of a comprehensive system to meet the state's needs during the decade of the 1970's. The report recommends the abolition of the old "campus based" approach to the provision of two-year educational programs, in favor of an institutional approach on "service regions" rather than institutions.

26. Willingham, Warren W. Educational Opportunity and the Organization of Higher Education, Access Research Office, College Entrance Examination Board, 800 Welch Road, Palo Alto, California 94304, 1970, 35 p.

This paper discusses the implications increased educational opportunity will have on the functions, structure, content, and organization of higher education.

27. Willingham, Warren W. Free-Access Higher Education, College Entrance Examination Board Publication Department, 475 Riverside Drive, New York, New York 10027, 1970, 250 p.

This national study of the accessibility of higher education analyzes the extent to which low-cost, nonselective institutions were proximal to residents of each state in 1968. It also discusses several restraints on accessibility and points to ways educational opportunity can be not only expanded but also made relevant to the needs of potential students.

28. Willingham, Warren W. The Importance of Relevance in Expanding Post-Secondary Education, Access Research Office, College Entrance Examination Board, 800 Welch Road, Palo Alto, California 94304, 1969, 45 p. (free on loan)

Assuming that equal opportunity for relevant post-secondary education is a vital public interest, this paper discusses four types of relevance--personal, social, educational, and economic--the perceived lack of which tend to restrict access to institutions for large numbers of young people, particularly minority/poverty young people.

ADMINISTRATION AND FACULTY

29. Adams, W. Sam, Sue Neabling, Eugene J. Cech. Factors Influencing Potential Faculty Members' Decisions to Join or Not to Join the WSU-O Staff for the Academic Year 1969-70, Testing Research and Services, Wisconsin State University-Oshkosh, Oshkosh, Wisconsin 54901, 1969, 35 p. \$1.00

This study was designed to determine why certain faculty candidates did or did not accept positions at WSU-Oshkosh. Thirty-nine statements were developed to measure the factors that influenced a potential faculty member's decision not to accept a WSU-O position and corollary statements were devised to measure the factors influencing those faculty members who did join the University staff. Highlights and Observations, Summary Analysis, and Recommendation sections were included in the basic report.

30. Altman, Robert A. The Upper Division College, Jossey-Bass Inc., 615 Montgomery St., San Francisco, California 94111, 1970, 195 p. \$7.75

Traces the history of the upper division college or university, arguments in support of the idea and major difficulties encountered when tried.

31. Bailey, Robert L. Management by Exception, Office of Admissions and Records, University of Oklahoma, Norman, Oklahoma 73069, 1970, 3 p. \$.50

This narrative discusses the gathering and disseminating to the students and faculty of instructional program information. The scope is limited to those facts that would be of interest to the administrator concerned with the preparation of the class schedule.

32. Bailey, Robert L. New Procedure for Handling Transcript Requests on a Prepayment Basis, Office of Admissions and Records, University of Oklahoma, Norman, Oklahoma 73069, 1970, 7 p. \$.50

Institutions of higher education are constantly accumulating many small "bad" debts because of transcript requests. Further, collection procedures are time consuming, inefficient and too often ineffective. This article describes a procedure for eliminating the traditional problems.

33. Bailey, Robert L. Policy for Release of Student Information, Office of Admissions and Records, University of Oklahoma, Norman, Oklahoma 73069, 1970, 4 p. \$.50

This article includes a statement of policies and procedures for the release of student information gathered by institutions of higher learning.

34. Bakos, Estelle. Local Clerical and Custodial Wage Administration Practices, Office of Research and Curriculum Planning, Moraine Valley Community College, Palos Hills, Illinois 60465, 1969, 43 p.

To supply the college personnel office with wage structure and wage scale information for office and custodial personnel, junior colleges in the area, and schools and industries in the college district were contacted. Data from mailed questionnaires established minimum, maximum, and median wages by job description. Sample survey material included.

35. Bluhm, Harry P. A Study of the Sabbatical Leave Policy at the University of Utah, Office of Institutional Studies, 103 Stewart Building, University of Utah, Salt Lake City, Utah 84112, 1969, 8 p.

The purpose of this study was to evaluate the sabbatical leave policy of the University of Utah, implemented in 1965, in terms of (1) the number and percent of faculty eligible for sabbatical leaves who took them during the academic years 1965-66 through 1968-69; (2) those factors or conditions that influenced faculty to take the one, two, or three quarter option; and (3) faculty attitude toward the existing leave policy. Findings of the study were used by the Sabbatical Leave Committee to draft recommendations to the University administration to encourage a greater number of faculty to take sabbatical leaves, especially leaves of more than one quarter.

36. Bogue, E. G. Survey of the Management & Utilization of Electronics Data Processing Systems in Admissions, Records, and Registration, American Association of Collegiate Registrars and Admissions Officers, One Dupont Circle, N.W., Washington, D.C. 20036, 1969-70, 131 p. \$2.00

A descriptive study sponsored by AACRAO designed to identify trends in computer use in admissions & registrar offices in both public and private institutions. Responses from 1477 institutions reveal what schools are using computers, how they are being used, and what major problems of management are associated with their use as seen from the perspective of the admissions officer/registrar.

37. Bolin, John G. Student-Faculty Ratios 1968-1969, Institute of Higher Education, University of Georgia 30601, 1969

This is a follow-up study of an earlier survey on student-faculty ratio completed in 1967. This report deals with the comparison of the ratios among the different groupings of institutions classified by size, geographic location, and type of control. Additional comparisons of the ratios will be made between the different academic disciplines.

38. Brown, Charles I. Institutional Research at Predominantly Black Colleges and Universities, Edward A. Nelsen, Director of Research and Evaluating, N.C. Central University, Durham, North Carolina 27707, 1970, 55 p.

Compilation of five papers concerning characteristics of IR personnel; organization and focus of IR effort; illustrative studies of students through IR offices at predominantly black institutions.

39. Curry, Denis J. A Model Budget Analysis System for Libraries, Office of Interinstitutional Business Studies, Evergreen State College, Olympia, Washington, 1970, 27 p.

This report summarizes the agreements reached by the public four year colleges and universities in the state of Washington on a budget analysis system for libraries. The system is based on an adaptation of the Clapp-Jordan library resources formula and includes staffing formulas which relate public service staff to the demands for service and the technical processes staff to the materials which require processing. A survey of the library resources of twenty-five public colleges and universities is included and presented in terms of the Washington formula. Detailed definitions and photo reductions of the analysis forms are included.

40. Curry, Denis J. A Model Budget Analysis System for Plant Operation and Maintenance, Office of Interinstitutional Business Studies, Evergreen State College, Olympia, Washington, 1970, 37 p.

This document summarizes the interinstitutional agreements reached in the area of plant operation and maintenance and sets forth the concepts used in their development. The document also lists in detail the formulae employed in the analysis system covering the areas of building maintenance, janitorial services, grounds maintenance, and utility services. Detailed definitions and photo reductions of the analysis forms are included.

41. Fincher, Arvel Lawrence. Job Mobility of Academic Physicists in American Higher Education: A Preliminary Study, University of Michigan, Ann Arbor, Michigan, 1969, 172 p. \$3.00 microfilm, \$8.00 xerox

This work is a preliminary study of the job mobility of academic physicists in American higher education institutions that offer a physics major to the baccalaureate level. The study has been set in a theory framework of interacting social systems with an emphasis on the family, educational, and work social systems. Job mobility has been assessed in terms of a change in primary work activity or job title as well as a change of employer.

42. Goodwin, Dorothy C. Work Load Assignments, Handbook of College and University Administration, Asa S. Knowles, Editor-in-Chief, McGraw-Hill Book Company, 1970, 6-121 to 6-133 p. \$40.00 for two volumes

Develops a schema for measuring faculty work loads and handling statistics related to them. Examines some alternative concepts to the central concept of the schema and concludes as follows: "This chapter has not attempted to assume the administrator's task by making his judgments for him. Its intent has been to identify the elements in the problem, to examine some of their interrelationships and their bearing on other administrative problems, and to produce a skeleton on which the intellectual processes of one kind of decision making can be hung."

43. Harness, Donald. Faculty Profile Study, Director of Institutional Studies, 105 Administration Bldg., University of Cincinnati, Cincinnati, Ohio 45221 1970

At the University of Cincinnati, the typical full-time faculty member holds the rank of Assistant Professor, has a Doctor's degree, is Caucasian, was previously employed in some type of educational organization other than higher education, has been employed at UC for an average of 6.2 years, and is 37.8 years old. This is the composite description of a typical faculty member as revealed by an analysis of the personnel data on the 1,382 full-time faculty during the 1969-1970 academic year. Further breakdowns of the data are provided by college and department. Ratios and percents of ranks and degrees are also included for comparisons.

44. Hobbs, Dan S., et. al. The Role and Scope of Oklahoma Higher Education, Oklahoma State Regents for Higher Education, Room 118, State Capitol, Oklahoma City, Oklahoma, 1970, 106 p.

This publication updates previous research reports on Oklahoma Higher Education with regard to demographic and economic trends, student enrollments, higher education goals, educational programs, and finances. In addition, the report makes recommendations concerning organization for administration and control of public higher education in Oklahoma, and lays the groundwork for a state-wide network of televised instruction at the graduate level.

45. Hobbs, Walter C., Lester Anderson. Academic Departments: Who Runs Them -- and How? Office of Institutional Research, 201 Crosby Hall, State University of New York at Buffalo, Buffalo, New York 14214, 1970, 22 p.

An organization analysis of the structure of academic departments based upon interview data from faculty and chairmen in thirty-four departments in five colleges and universities. A model of departmental organization is constructed, comprised of several substructures, one for administrative (i.e., implementive) departmental tasks, another for decision-making with respect to curricular concerns and a third for decision-making with respect to professional concerns such as appointments to tenure.

46. Hobbs, Walter C., (with annotated bibliography by Frances K. Dietz), The Trouble With the Budget, Office of Institutional Research, 201 Crosby Hall, State University of New York at Buffalo, Buffalo, New York 14214, 1970, 29 p.

An annotated bibliography of material germane to budgeting and finance in higher education, accompanied by a brief statement identifying certain critical issues deriving from considerations of "formula budgeting."

47. Holman, Paul C. Enrollment Projection Two Division Percent and Headcount Estimator - Graphic, Director Institutional Research, State University of New York, College at Oneonta 13820, 1970, 1 p.

A single page graphic solution for percent distribution as two variables change. Especially useful for developing time-rate-of-change curves for two units as a college population also changes. Useful for long-range planning, setting admissions goals, and longitudinal trend changes.

48. Holman, Paul C. \$100 Increment Salary Analysis Matrix, Director Institutional Research, State University of New York, College at Oneonta 13820, 1970, p.2

A 26 column, 360 line, \$100 increment salary matrix. Salaries from \$4000 to \$21,800 by month and summer weeks. Useful for histogramming and presenting visual analyses of faculty salary ranges. Computer generated table. Constants may be modified to suit various institutions.

49. Holman, Paul C. Percentile Rank--Development, Use and Misuse, Director Institutional Research, State University of New York, College at Oneonta, 1970, 17 p.

Examination of uses of percentile rank in higher education. Especially applicable to admissions and institutional research. Discusses penalty for graduates from small high schools. Very thorough discussion of the concepts of m-tiles, ranking, and mathematical models. Newly discovered tabular technique derived from computer generated data is presented.

50. Houston, John W. Report of Financial Questionnaire of the Graduating Class of 1969, Office of Research, United States Military Academy, West Point, New York 10996, 1970, 26 p.

This report presents the findings of a survey of members of the Class of 1969 to ascertain their views on the system of budgeting a cadet's pay.

51. Innis, C. Thomas. Report on Registration Procedures at Ninety-Six Colleges and Universities, Director of Institutional Studies, 105 Administration Bldg., University of Cincinnati, Cincinnati, Ohio 45221, 1969, 6 p.

Responses to a questionnaire concerning registration practices and policies are tabulated and presented. It summarizes the answers to questions about computer usage, registration time schedules, fee payment, and other matters related to registration procedures.

52. Innis, C. Thomas. Student Charges at State Colleges and Universities, 1965-1969, Director of Institutional Studies, 105 Administration Bldg., University of Cincinnati, Cincinnati, Ohio 45221, 1969, 13 p.

This report contains data on tuition and required fees of member institutions of the National Association of State Universities and Land-Grant Colleges (NASULGC) and members of the American Association of State Colleges and Universities (AASCU). A more detailed evaluation of the data comprehends 22 institutions, of which 7 are Ohio state-assisted schools, and the remaining 15 are large Midwest universities.

53. Jones, Charlton Hudson. An Empirical Development of a Linear Workload Model for Faculty, University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan, 1970, 168 p. \$3.00 microfilm, \$8.00 xerox

A linear mathematical model (based on relationship between faculty reports of teaching effort and characteristics of classes taught) is constructed for the portion of faculty workload imposed by course instruction. Workload is measured in "effort," defined by time, energy, capabilities. The research derives regression equations usable to predict the allocation of faculty instructional effort to classes taught.

54. Kelly, M. Frances, John J. Connally. Strategies of Faculty Orientation, AAJC, One Dupont Circle, Washington, D.C. 20036, 1970, 80 p. \$2.00

Presents workable model for orientation of new junior college faculty and review research on occupational socialization as it relates to entry processes.

55. Locklin, Ralph H., Clifford T. Stewart. Student, faculty, and administrator perceptions of decision-making at four colleges, paper read at American Education Research Association Annual Convention, Minneapolis, Minnesota, 1970, 21 p.

This study compares the perceptions of students, faculty, and administrators concerning the level of student participation in college and university governance.

56. Morishima, James K., Ernest H. Schott, Sidney S. Micek. Correspondence Study: Phase I - Faculty Evaluation, Office of Institutional Educational Research, 530 Schmitz Hall, University of Washington, Seattle, Washington 98105, 1968, 36 p.

Results of a survey of faculty members participating in Correspondence Study at four state institutions. Faculty members were interviewed on their opinions of and recommendations for improvement of correspondence programs. Major concerns included remuneration, and recognition and better communication, both among faculty and between faculty and students.

57. Morishima, James K. Correspondence Study: Phase II - Student Evaluation Parts 1 and 2, Office of Institutional Educational Research, 530 Schmitz Hall, University of Washington, Seattle, Washington 98105, 1970, 54 p.

Report on a survey of correspondence students at three state institutions, covering student characteristics and background and attitudes, experiences and satisfaction with correspondence study. Most general negative comments concerned lack of feedback and interaction, and low motivation. Primary positive value was flexibility and convenience of taking courses at home.

58. Nunnery, Michael Y. Faculty Evaluation --- Some Poorly Considered Musings, Florida Community Junior College, Inter-institutional Research Council, College of Education, University of Florida, Gainesville, Florida 32601, 1969, 13 p. \$.25.

This article contains an appeal for a well-planned and well-executed faculty evaluation plan. It outlines basic steps in a faculty evaluation scheme and generalizes regarding the present state of faculty evaluation. The final section includes a proposal for faculty evaluation.

59. Perch, T. James. Origin of Degrees of Faculty, Office of Institutional Research, Manhattan College, New York, New York 10471, 1970, 10 p. \$1.00

Using the total population of faculty for 1965-66 and 1969-70, this study was undertaken to determine: (1) the present extent of faculty inbreeding; (2) the past extent of faculty inbreeding; (3) differences in present and past patterns of inbreeding; and (4) departmental differences in inbreeding.

60. Pinnell, Charles, Elliott Bray, Lester Wood, H.L. Heaton. Automated Registration System for Colleges and Universities, Exchange Store, Texas A & M University, College Station, Texas 77843, 1969, 69 p. \$3.00

This report provides a documentation of the actual implementation of computerized techniques for student registration and record system.

61. Roney, Robert K. The Role of Institutional Research in Higher Education in the United States, 1970 Proceedings of the National Forum of AIR, 1970, 10 p.

A national survey of the major role and functions of offices of IR was completed with the endorsement of AIR. Present and ideal practices of IR offices were obtained from key administrators in 177 institutions.

62. Shawhan, Gerald L. Survey of Instructional Loads, Institutional Studies, 105 Administration Bldg., University of Cincinnati, Cincinnati, Ohio 45221, 1970, 39 p.

The purpose of the survey has been to summarize the instructional loads at the University of Cincinnati in effect in the autumn quarter of the 1969-70 year. The items calculated are individual courses, individual sections, average class size, and full-time equivalent students. These are reported by course level (lower division, upper division, and graduate) within each area of instruction in each college.

63. Smith, Wayne E., Paula Nash Faulkner. Workload and Faculty Projections Model, Planning Office, University of California, Los Angeles, California 90024, 1969, 10 p.

This paper presents a model for projecting faculty needs as determined from projected student headcounts, induced course load (or preference) matrix, and staffing and workload patterns. Workload is based on weekly contact hours, by type (lecture, seminar, quiz-discussion, lab, tutorial), by level of course and by level of staff. A very brief description is followed by sample print-outs.

64. Sullivan, John J. Self-Study Faculty and Student Questionnaires, Lustrat House, UGA, Athens, Georgia, 1970, 20 p.

The results of 1056 faculty members and 1566 students opinions and comments on all phases of the purposes and intents of the University of Georgia. The instruments are included in the appendix.

65. Taylor, Alton L. Practices of Selected Universities Converting 'Junior Faculty' into Full-Time-Equivalents, Office of Institutional Analysis, University of Virginia, Charlottesville, Virginia 22903, 1969, 11 p.

This study reports on practices of converting Junior Faculty into full-time-equivalent faculty positions at 78 selected universities of the National Association of State Universities and Land-Grant Colleges.

66. Trowbridge, Keith W. Faculty Characteristics and Their Attitudes Towards the Ph.D. Dissertation, Director of Planning and Institutional Analysis, Florida International University, Tamiami Trail, Miami, Florida 33144, 1970 100 p. \$2.95

This study investigates the relationships among the faculty member's attitudes, professional and workload characteristics, and his productivity in producing Ph.Ds. Faculty productivity is measured in terms of completed dissertations chaired over a nine year period by 225 faculty in six liberal arts departments of a major university. Variables which were compared against productivity include: research effort, teaching level, research dollars, hours of faculty time on dissertations, purpose of the dissertation, number of dissertations chaired, and percentage of effort on dissertations to mention a few. Altogether 43 variables were tested. The study also includes an extensive bibliography on faculty workload back to 1910.

67. Trowbridge, Keith W. A Model for the Governance of an Institution of Higher Education, Director of Planning and Institutional Analysis, Florida International University, Tamiami Trail, Miami, Florida 33144, 1970, 69 p. \$1.50

This descriptive paper represents an effort to formulate a model of academic governance that creates a partnership of human dimensions with great involvement of the total academic community. Areas covered include students, faculty, trustees role in governance, historical roles of these groups and a model of proposed governance that includes guilds, communications, and planning of educational decisions.

68. Witmer, David R. Double Jeopardy and University Students in Wisconsin, Board of Regents of Wisconsin State Universities, P.O. Box 912, Madison, Wisconsin 53701, 1968, 17 p. \$1.00

Does the imposition of punishment by a university place the student in double jeopardy when proceedings in courts have been initiated pursuant to the act? This study reveals legal principles applicable in other states as well as Wisconsin.

69. Witmer, David R. The Rise of Administration in Higher Education, Board of Regents of Wisconsin State Universities, P.O. Box 912, Madison, Wisconsin 53701, 1969, 31 p. \$2.00

This is a brief report on a study of historical data. The author concludes that the complexity and size of college and university administration has not risen relative to the teaching faculty, the student body, institutional income, and developments in secular society. He then suggests that perhaps it ought to.

70. Witmer, David R. Wisconsin State Universities: Purpose and Exercise of Authority Over Students, Board of Regents of Wisconsin State Universities, P.O. Box 912, Madison, Wisconsin 53701, 1968, 35 p. \$2.00

This historical review of university purpose and administrative law which compares the earliest and most recent rules and regulations concludes that university authority over students has been and is now being exercised in conformity with the purposes and objectives of universities.

CURRICULUM AND INSTRUCTION

71. Bailey, Robert L. An Analysis of Change Factors in the Modification of Instruction Programs in Higher Education, Office of Admissions and Records, University of Oklahoma, Norman, Oklahoma 73069, 1968, 98 p. \$10.00

This study reported an attempt to identify the change factors which are involved in producing instructional program revisions. There was a comparison made between change factors that have affected instructional program revision and the change factors that should affect instructional program revision.

72. DeLisle, Frances H. The Impact of the Pass-Fail System, Office of Institutional Research, Michigan State University, East Lansing, Michigan 48823, 1969, 29 p. \$.50

Grading practices and evaluation procedures other than traditional letter and numerical systems have long been in use at small, private experimental colleges, such as Bennington and Sarah Lawrence. Dissatisfactions with prevailing grading policies were already widespread in the more typical colleges and universities when interest in change was accelerated by the Report of the Select Committee on Education, in 1966, after the Berkeley riots of 1964. This Study investigates the inauguration of the Pass-Fail System at certain colleges and universities.

73. Harness, Donald. An Investigation of the Relationships of Selected Academic Achievement Indicators at the University of Cincinnati, Director of Institutional Studies, 105 Administration Bldg., University of Cincinnati, Cincinnati, Ohio 45221, 1969, 42 p.

Based on grades from the autumn quarter, a straight statistical analysis was made from two viewpoints. The first analysis is a breakdown by college and class level of the distribution of grade point averages (GPA) earned by the students. The second analysis, also by college and class level, is based on the distribution of actual letter grades assigned by the professors. Inter-college and class level comparisons are made with a special section on freshmen only. The findings reveal normal patterns for the total university when compared to national averages, but the inter-college comparisons show tremendous variations.

74. Lucas, John A. Adult Education Survey of Harper College District, Office of Planning & Development, Harper College, Algonquin and Roselle Roads, Palatine, Illinois 60067, 1970, 11 p.

The survey was to measure adult interest in various programs at Harper College. Norm data concerning percent of population interested in various course areas, cultural arts events, learning resource services, child care service would be of interest to other community colleges. Perceptions of the college and time preferences are also shown. The sample contained over 500 households and a 63% return was obtained.

75. Lucas, John A. Analysis of Results from Women's Educational Program Survey, Office of Planning and Development, Harper College, Algonquin and Roselle Roads, Palatine, Illinois 60067, 1970, 15 p.

The survey of women in the Harper College District provides normative data on the interest of women in over 150 seminar subject areas. The sample consisted of 3169 women of which a 43 percent response by mail was obtained.

76. Lucas, John A. Follow-up Survey of Harper Alumni Who Had Departed by Summer, 1969, Office of Planning and Development, Harper College, Algonquin and Roselle Roads, Palatine, Illinois 60067, 1970, 18 p.

A follow-up of all graduates of Harper College (2 year) provides normative data including the percentage going on to four year institutions or into the workforce, the relatedness of present academic major or job to major at Harper, migration patterns and performance measures. Also curriculum and program evaluation is shown. A 90 percent return of the 218 graduates was achieved.

77. Martens, Freda R.H. Summer College Admissions Preparatory Program, 1966-1969, Dutchess Community College, Pendell Road, Poughkeepsie, New York, 1970, 123 p.

This study evaluates the special preparatory program established at Dutchess Community College to help academically weak students to succeed in a 2-year degree program. The study traces the development of the program. It provides data on the aptitudes and scholastic achievements of students in successive programs from 1966-1969. It makes a more thorough analysis of students in the 1969 program. A final section of 'questions and answers' includes an appraisal of the program and makes recommendations for its further improvement.

78. Melnick, Murray, Alida Wahlert, Harold E. Yaker. The Effect of a Short Computer Course on Attitudes Toward the Computer, Center for the Study of Higher Education, Hofstra University, Hempstead, New York 11550, 1969, 21 p.

A questionnaire assessed the impact of a five-hour "instant-computer-course" at Hofstra University. The 101 students showed a change toward more favorable attitudes toward the computer. The computer was perceived as more widely useful after the course but there was no significant increase in "personal" usefulness.

79. Raulerson, Marsha, T.A. Stewart. Research Questions Related to Occupational Education in Florida, Florida Community Junior College, Inter-institutional Research Council (IRC) College of Education, University of Florida, Gainesville, Florida 32601, 1969, 9 p. \$.25

This document contains results of a special meeting on Vocational Education called by the Florida House of Representatives. It is a compilation of questions related to vocational-technical education.

80. Reiner, John R. An Evaluation of Examination Procedures Used for Placement in Chemistry 111, Office of Institutional Research, Southern Illinois University, Edwardsville, Illinois 62025, 1970, 27 p.

A study designed to provide an efficient, reliable method for proper placement of students in a beginning college chemistry course sequence. The procedure used is applicable to other disciplines and institutional settings.

81. Rossmann, Jack E. The Interim Term After Six Years, Office of Educational Research, Macalester College - St. Paul, Minnesota 55101, 1970, 15 p.

Student and faculty attitudes toward Macalester's interim term between 1964 and 1969 are summarized.

82. Schafer, Michael I. Computers in our Community Colleges, Florida Community Junior College, Inter-institutional Research Council (IRC), College of Education, University of Florida, Gainesville, Florida 32601, 1970, 13 p. \$.25

Status of computer use in Florida's junior colleges is contained in this research report. It includes a computer utilization survey and considerable information regarding computer assisted instruction in the various community colleges.

83. Schafer, Michael I. Consultant Index, Florida Community Junior College, Inter-institutional Research Council (IRC), College of Education, University of Florida, Gainesville, Florida 32601, 1969, 51 p. \$2.00

A general index of available Florida consultants. Its purpose is to assist in selecting consultants particularly suited to a variety of needs which are indexed.

84. Thomas, David C., Neal R. Berte. An Investigation of Problems of Process, Implementation, and Evaluation in the Innovative Programming of Five Outstanding Experimental Colleges, Dr. David C. Thomas, Ottawa University, Ottawa, Kansas 66067, 1970, 14 p.

The purpose of the investigation was to make on-site visitations to the campuses of five outstanding experimental colleges and to gain information about their programs with particular attention to five general areas of concern. The areas of concern are: (1) Implementation of all student experiences in the total program. (2) Implementation of the instructional techniques and aids in the total program. (3) Evaluation of student experiences in the total program. (4) Evaluation of faculty and the contributions to the total program. (5) The meeting of external requirements for experimental innovative programs.

85. Wharton, Keith. Comparison of Grades: P-N and Non P-N Students, Fall Quarter 1968, Bureau of Institutional Research, University of Minnesota, Minneapolis, Minnesota, 1969, 18 p. \$.50

What is the effect of the P-N grading option upon learning as measured by classroom achievement? To answer this question, grades earned by 276 P-N students on fifty-three papers, quizzes, examinations, etc., in ten separate class sections were compared with grades earned by 1,138 non P-N in these same sections.

86. Wharton, Keith. P-N and Non P-N Students: Reasons For Choosing the Option, Bureau of Institutional Research, University of Minnesota, Minneapolis, Minnesota, 1969, 14 p. \$.50

This study investigated students' reasons for electing the P-N option and compared the graduate school plans of P-N and non P-N students. The students' reasons were grouped into three categories: (1) to permit more time to be spent on other courses, (2) to reduce the over-all work load, and (3) to learn about the subject area without worrying about grades and the grade point average (GPA). A higher percentage of students who plan to attend graduate school was found among non P-N students than among the P-N students.

87. Witheiler, Paula, Harold E. Yaker. Course Evaluations at Hofstra University, 1969, Center for the Study of Higher Education, Hofstra University, Hempstead, New York 11550, 1970, 24 p.

In the fall of 1968, students evaluated 73% of 1847 courses offered at Hofstra University. This involved 24,977 anonymous questionnaires which assessed the faculty's classroom behavior, texts, courses, and student performance. Specific course results available only to the instructors involved, but general norms by school and course level were reported. The ratings were generally favorable, particularly on the graduate level.

SPACE UTILIZATION AND SCHEDULING

88. Ashley, Robert E., Leonard C. Romney. Facilities Comprehensive Planning Program - Planning-Inventory-Utilization: A 27 State Survey, The State Education Department, Office of Planning in Higher Education, Albany, New York 12224, 1970, 69 p.

This is an intensive study and report of college and university space inventory and utilization data developed by 27 states. It provides information concerning a number of campus facilities planning methods and reports standards and factors for space allocation and utilization developed by some of the states.

89. Brown, Donald. Highlights of New York State Higher Education, The State Education Department, Office of Planning in Higher Education, Albany, New York 12224, 1970, 42 p.

This is a terse, concise presentation of space inventory data in tabular and graphic form with a minimum of accompanying narrative. Space matrices give a distribution of net assignable space by room type and organizational unit; quantitative space analyses express space per FTE student; space trends indicate differences in space needs as enrollments increase; comparative data tables set New York State data against those for the United States.

90. Brown, Donald. Comprehensive Planning Program - Space Inventory Report I, The State Education Department, Office of Planning in Higher Education, Albany, New York 12224, 1969, 90 p.

This is a report on the inventory of the physical facilities of 201 accredited colleges and universities, public and private, in the State of New York for the fall of 1967. It contains numerous tables and charts listing existing physical facilities, and showing comparisons of space data by type of institutional control and level of program. Percentage distribution of net assignable space by type of room or space and organizational units have been developed. Net to gross space ratios are included, as are ratios of types of space to FTE students.

91. Brown, Donald. Comprehensive Planning Program - Space Inventory Report I, Amended, The State Education Department, Office of Planning in Higher Education, Albany, New York 12224, 1969, 24 p.

Space Inventory Report I tables are amended to include the data from seven public and four private institutions whose inventory data was not available at the time of cut-off for the first report. This represents a 100% participation by New York State colleges and universities. In this amended report, tables containing derived data have been expanded to include all categories of net assignable space calculated per FTE student.

92. Brown, Donald. Comprehensive Planning Program - Space Inventory Report 2, The State Education Department, Office of Planning in Higher Education, Albany, New York 12224, 1969, 53 p.

The 1967 facilities inventory data from New York State colleges and universities, organized by type and level of program, and institutional control, is categorized by room type and campus organizational unit and divided by head count and full-time equivalent student enrollment. The resulting figures--square feet of space per head count and FTE student--are compiled into a set of space indices, which are averages of space for each institutional grouping. A set of space ranges which give the extremes of space in each category possessed by a college within each group is also provided. Each institution in the State was furnished its own institutional profile of campus space, which enabled space comparisons to be made with the indices from a group of similar institutions.

93. Da Silva, T. O.I.R. 12, Development of a Space Inventory at the University of Toronto, Committee of Presidents of Universities of Ontario, 230 Bloor Street West, Toronto 181, Ontario, 1968, 149 p.

This is a survey of space at the University of Toronto. It includes methodology, the measuring techniques and the computer setup of the data recorded. It discusses in detail the language, system and the programmes used to generate the required reports. The paper also includes a complete set of codes, definitions and a few of the report programmes and updates.

94. Deniston, O.L., I.M. Rosenstock, W. Welch, V.A. Getting. Evaluation of Program Efficiency, William W. Welch, Office of Institutional Research, University of Michigan, Ann Arbor, Michigan 48104, 1968, 8 p. \$.50

The logic of measuring and evaluating program efficiency is developed. Measurement problems, such as, qualitative differences are discussed, and the development of standards for evaluating effectiveness and efficiency are discussed. Limitations on efficiency measures such as diminishing returns and varying returns to scale are looked at and possible applications are discussed.

95. Deniston, O.L., I.M. Rosenstock, V.A. Getting. Evaluation of Program Effectiveness, William W. Welch, Office of Institutional Research, University of Michigan, Ann Arbor, Michigan 48104, 1968, 13 p. \$.50

The logic of measuring and evaluating program effectiveness is developed. Categories of evaluative questions are discussed. An operative model to evaluate program effectiveness is presented and the three steps in applying the model are presented. The uses of the model data are discussed and a bibliography is given.

96. Division of Institutional Research. Space and Facility Inventory: Developing and Updating a Space and Facility Data File (Analytical Study Number Two), Office of the Chancellor, The California State Colleges, 5670 Wilshire Blvd., Los Angeles 90036, 1969, 140 p. (on loan)

This report represents the culmination of the first and most time-consuming phase of an effort to study State College physical facilities and utilization. The result of the effort was a machine readable inventory of all instructional and related rooms with a mechanized procedure for keeping the data base current. The report includes methodology used for data acquisition and update system development. The SFDF was one of two data sources necessary to complete the 1968 and 1969 classroom and class laboratory utilization studies.

97. Division of Institutional Research. The Classroom and Class Laboratory Utilization Study, 1968 (Monograph Number Seven), Office of the Chancellor, The California State Colleges, 5670 Wilshire Blvd., Los Angeles 90036, 1970, 69 p. (on loan)

Since early 1967 the California State Colleges have been developing a system for analyzing their physical facilities and keeping such information updated. The result of this study and the 1969 classroom and class laboratory study (forthcoming) was a determination of the present level of utilization being achieved by the colleges. Because of these efforts there now exists: a machine readable inventory of all nonresidential campus space with updating procedures, a procedure for matching class data room by room with the facility inventory, programs to analyze utilization data in detail, and a tested process for updating the data base.

98. Division of Institutional Research. Processing Procedures for the Classroom and Class Laboratory Utilization Study, 1968 (Analytical Study Number Five) Office of the Chancellor, The California State Colleges, 5670 Wilshire Blvd., Los Angeles, 90036, 1970, 37 p. (on loan)

This report describes the procedures followed in combining two sources of data, the Space and Facility Data File (SFDF) and the Course Section Report (CSR), and the processing documentation to produce classroom and class laboratory utilization data. The SFDF includes data on every classroom and class laboratory in every building on each State College campus (to wit: room number, shape, dimensions, assignment, number of stations). The CSR includes data for each section of every course on every campus (department, course number, level of instruction, faculty staffing classification, units, enrollment, class hours, days and time, building and room number).

99. Division of Institutional Research. The Summer Quarter: A Summary Comparison of Summer Quarter Enrollments with Those of the Summer Session and the Academic Year, (Analytical Study Number One), Office of the Chancellor, The California State Colleges, 5670 Wilshire Blvd., Los Angeles 90036, 1969, 11 p. (on loan)

Significant increases in student enrollment coupled with the rising costs of education have prompted college administrators to seek means to accommodate greater numbers of students at lesser proportionate costs. One important method currently under study which might achieve this goal is the year-round operation of institutions.

This report presents an analysis of the preliminary data concerning student enrollments for those California State Colleges currently on year-round operation. The impact of the summer quarter upon the academic year is studied by comparing enrollments for the fall term, the summer quarter, summer session, and extension (by the distribution of students by class level, enrollment status, and unit load).

100. Division of Institutional Research. An Analysis of the Space and Facilities Data File: Instructional and Support Space Characteristics, The California State Colleges, Fall 1969 (Analytical Study Number Four), Office of the Chancellor, The California State Colleges, 5670 Wilshire Blvd., Los Angeles 90036, 1970, 22 p. (on loan)

This study is one aspect of a comprehensive space utilization study presently being conducted. The data includes a summary of the physical facilities of each campus of the California State Colleges as of Fall, 1969. Analysis of physical facilities of the campuses is based upon data contained in the Space and Facilities Data File (SFDF). The SFDF was designed to provide accurate, current records of all physical facilities and their interrelationships.

101. Firnberg, James W., Charles L. Martin. Guidelines for Facility Planning, Office of Institutional Research, 383 Pleasant Hall, Louisiana State University, Baton Rouge, Louisiana 70803, 1969, 55 p.

This document was published to assist University personnel to objectively evaluate present physical facilities in quantitative terms and to be used by divisions within the University and activity working on University projects in planning renovations, additions and new facilities. Factors for projecting space requirements by type of space are presented in this manual.

102. Holman, Paul C. Quick Reference Chart for the Total Surface Area on Four Monoplanar Walls of a Room, Director of Institutional Research, State University of New York, College at Oneonta 13820, 1970, 1 p.

A single page graphic-tabular triangular coordinate solution for rapid determination of the total surface area on four monoplanar walls of a room, building, or other enclosure. Presented on the chart are solutions for rooms to 50 x 50 feet with ceilings from 6 to 20 feet high. Chart may be extended for larger rooms. Useful for maintenance manpower allocation and costing, work assignments, facilities estimating and planning, and for clerical personnel not well versed in mathematics or calculations.

103. Roney, Robert. Evaluation of the University of Tennessee Housing, June 1969. Office of Institutional Research, The University of Tennessee, 62 Administration Building, Knoxville, Tennessee 37916, 1969, 25 p.

Students at two campuses of The University of Tennessee system were asked to evaluate their dormitory living arrangements. Areas studied included costs, room and board arrangements, room layout, dorm maintenance, furniture, location and counseling system.

104. Taylor, Alton L. Survey of Faculty Space Allocation Procedures in Selected Institutions of the National Association of State Universities and Land-Grant Colleges. Office of Institutional Analysis, University of Virginia, Charlottesville, Virginia 22903, 1970, 18 p.

This survey contains information on procedures for allocating faculty office space at selected institutions of the National Association of State Universities and Land-Grant Colleges.

105. Wharton, Keith. Registration Difficulties of College of Liberal Arts Students, Fall 1968. Bureau of Institutional Research, University of Minnesota, Minneapolis, Minnesota, 1969, 34 p. \$1.00

At the request of the University of Minnesota Senate Planning Committee, the Bureau of Institutional Research undertook a study of some of the registration difficulties of students enrolled in the College of Liberal Arts in the Fall 1968. Twelve thousand nine hundred ten of the 17,679 College of Liberal Arts registrants returned the survey questionnaire; 4,964 of these respondents indicated that they encountered some difficulty.

STUDENT CHARACTERISTICS

106. Adams, W. Sam, Sue M. Neabling. How Do WSU-O Freshmen Compare with Freshmen at Other Colleges? - Their Goals and Aspirations, Testing Research and Services, Wisconsin State University - Oshkosh, Oshkosh, Wisconsin 54901, 1970, 10 p. \$.50

This report was designed to evaluate an important aspect of college student behavior - goals and aspirations. Entering Oshkosh freshmen were compared to freshmen in other Midwest Master's degree colleges and all-Master's degree institutions nationally who have participated in ACT program. Observations were made concerning most popular areas of study, most preferred vocational roles, aspired levels of college degrees, and general college goals (academic, vocational, social, nonconventional).

107. Adams, W. Sam, Sue M. Neabling. How Do WSU-O Freshmen Compare with Freshmen at Other Colleges? - Academically, Testing Research and Services, Wisconsin State University - Oshkosh, Oshkosh, Wisconsin 54901, 1969, 6 p. \$.50

This report was designed to evaluate (1) the range of academic abilities of WSU-O freshmen over the last five years, and (2) the differences between WSU-O freshmen and those entering comparable colleges and universities across the country. The criteria (ACT scores and high school grades) indicated that Oshkosh enrolled proportionately more students from the highest ability categories than other comparable institutions and all-degree level colleges, with the class composition remaining relatively stable over the year and entering WSU-O freshmen coming predominantly from the upper-middle ability group of college-bound students.

108. Alberti, Jean M., Gerri S. Brown. Freshman Class Biographical Inventory: 1968-1969. A Comparison: 1965-66, 1966-67, 1967-68, 1968-69. BOAC Study 21, University Research, State University of New York at Buffalo, 316 Harriman Library, Buffalo, New York 14214, 1969, 21 p. \$1.00

Presents data about students' attitudes toward their high school experiences, their expectations about college experiences, and their future aspirations. The data was collected by means of a questionnaire constructed by the University Research staff and administered to incoming freshmen during the summer preceding their enrollment.

109. Astin, Alexander W. "Racial Considerations in Admissions" from the book, The Campus and the Racial Crisis, ed. Nichols and Mills, The Publications Division, American Council on Education, One Dupont Circle, Washington, D.C. 20036, 1970, 309 p. \$.70

In this paper, the director of the American Council on Education research program argues that colleges and universities should focus their attention on changing and educating their students rather than on clever admissions policies which simply amount to 'picking winners.' Recent research results based on the Council's longitudinal data bank are used to support this contention and the argument that meritocratic admission standards could be replaced with other criteria without disastrous effects on the academic performance and attrition of the students.

110. Bayer, Alan E., David E. Drew, Alexander W. Astin, Robert F. Boruch, John A. Creager. The First Year of College: A Follow-Up Normative Report, The Publications Division, American Council on Education, One Dupont Circle, Washington, D.C. 20036, 1970, 72 p. \$3.00

This report is the result of a follow-up survey conducted by the American Council on Education of a large sample of the cohort of students who entered college in 1966. The use of a stratified, random sampling design and weighting procedures made possible descriptive statements about the experiences of the national population of students during their first year of college. Weighted responses to the questionnaire (which was mailed to the students' homes in August, 1967) are presented in a series of tables, categorized by sex and type of institution. The report also includes a series of conclusions drawn from the tables and a sample of the report which was sent to cooperating institutions about their college environment.

111. Berdie, Ralph F., Bonifacio Pilapil, In Jae Im. Entrance Correlates of University Satisfaction, American Educational Research Journal, Vol. 7, No. 2, March 1970.

This research was designed to observe relationships between the characteristics of students at the time they entered the University and their experiences in the University with their expressed satisfaction with the University at the time they graduated. Three hundred graduating students were asked to complete a college satisfaction index and correlations were observed between the nine satisfaction scores and personality achievement, and progress indices. Satisfaction expressed at the time of graduation was found to be associated with student characteristics at the time of entrance and with the speed and efficiency of academic progress. Expressed satisfaction was a function of the students' personality, the services and resources at the University, and the students' progress toward his degree.

112. Berdie, Ralph F., Bonifacio Pilapil, In Jae Im. Graduating Seniors' Satisfaction with the University, Bureau of Institutional Research, University of Minnesota, Minneapolis, Minnesota, 1968, 79 p. \$1.00

A random sample of 300 students planning to obtain a baccalaureate degree from the University of Minnesota in June 1968 were asked to complete the College Satisfaction Index, which provides satisfaction scores related to curriculum, faculty advising, opportunities for cultural development, health service, living quarters, and college in general. Students who have remained in the University long enough to obtain a degree appeared to be reasonably well satisfied with their experiences.

113. Block, Terry J. Freshman Class Status Report: 1969-70. Part I: The Composition of the Freshman Class. A Comparison: 1964-1965/1967-1968, 1968-1969, 1969-1970. BOAC Study 23, University Research, State University of New York at Buffalo, 316 Harriman Library, Buffalo, New York 14214, 1970, 23 p. \$1.00

Compares the characteristics of the three most recent freshman classes at the SUNY at Buffalo with the original (1964) class in the research project. Descriptive enrollment information is presented on the basis of sex, marital status, residential status, first enrollment at SUNY/B, high school locale, and permanent residence.

114. Bowers, John J. WSU-O Student Attitudes, Characteristics, and Opinions: A Brief Examination, Testing Research and Services, Wisconsin State University-Oshkosh, Oshkosh, Wisconsin 54901, 1970, 25 p. \$1.00

The purpose of this study was to analyze the attitudes and opinions of WSU-O students concerning their satisfactions and problems with the University; their social and intellectual goals, and their educational needs. A random sample of about 1400 students was chosen equally from the freshman, sophomore, junior, and senior classes. The responding 769 students were given the College Student Questionnaire. In general, WSU-O seems to make students more aware of social needs and increasing their beliefs in liberal ideas.

115. Bureau of Educational Research and Services, Memphis State University. Data Tables of the 1969 Evaluation Survey of Tennessee Adult Basic Education Programs, Bureau of Educational Research and Services, Memphis State University, Memphis, Tennessee 38111, 1970, 258 p.

Tables of data collected for the 1969 Evaluation Survey of A.B.E. and to establish a base-line data file. This is the data support for a companion report, "Tennessee Adult Basic Education Programs, 1969."

116. Cohen, Irving. Characteristics and Academic Achievements of BMCC Entry Freshmen: Fall 1968. Office of Institutional Research, Borough of Manhattan Community College, 134 West 51st street, New York, New York 10020, 1969, 104 p.

This is an extensive, in-depth "profile" of freshmen who entered BMCC in the fall of 1968. The data include not only the usual academic information normally available in school records, but findings on personal and family traits, academic goals, work experience and related socio-economic characteristics based on a survey questionnaire filled out by each entrant. Since a large proportion of the students live in depressed, minority areas, this study stresses three new approaches: (1) the analysis of the student body in terms of poverty or nonpoverty residential characteristics (2) the incorporation of relevant socio-economic data and (3) the relationship between academic achievement and residential background.

117. Cohen, Irving. Enrollment, Attrition, and Graduation Trends, Borough of Manhattan Community College: Fall 1964 Through Fall 1969, Office of Institutional Research, BMCC, 134 West 51 St. N.Y., New York 10020. 1970, 60 p.

A statistical review of enrollment (day and evening session), attrition and graduation trends at BMCC since the founding of the college in September 1964. This provides a historical review of community college development in a large metropolitan area. In addition to the detailed analysis of curriculum and program study movements, by sex, emphasis is given to the contribution of special recruitment programs and post-graduate activities of graduates.

118. Cohen, Irving. Profile of the BMCC Dropout: Spring 1969 Semester, Office of Institutional Research, Borough of Manhattan Community College, 134 West 51 Street, New York, New York 10020, 1970, 31 p.

Analysis of the academic and socio-economic characteristics and attitudes of 450 BMCC students who dropped out of school between the spring 1969 and the fall 1969 semesters. Research based on the study of official records, questionnaires and exit interviews. Separate analysis and study made of no-show dropouts (students eligible for return in the fall semester but who simply failed to re-register) as well as of those students who withdrew, formally, during the spring semester. A comparison of their differences and similarities is explored.

119. Counelis, James Steve. The Undergraduate Major in Political Science, Office of Institutional Research, University of California, Berkeley, 1969, 95 p.

This report presents the results of an analysis of a student questionnaire administered by the Department of Political Science to its students as part of a departmental self-study. An educational and attitudinal profile of the undergraduate major in political science in a large urban university was sketched.

120. Counelis, James Steve. The Second Annual Summer Program for Teachers: A Report. Office of Institutional Research, University of California, Berkeley. 1968, 35 p.

This report presents the results of an evaluation questionnaire survey of professional lower schools personnel registered in Berkeley's special summer program for teachers. Student evaluation of program idea, courses, instructors, and administration of the program were analyzed as well as some of the promotional activities used. Of particular interest was the fact that the program favored the enrollment of the younger professional rather than his older compeer.

121. Davis, Samuel, Jane Loeb, Lehmann Robinson. University of Illinois Negro Beginning Freshmen, University of Illinois, University Office of School and College Relations, 409 East Chalmers, Room 348, Champaign, Illinois 61801, 1969, 44 p.

Negro freshmen entering the University of Illinois in the fall of 1966 and 1967 were compared to their non-Negro classmates in terms of High School Percentile Rank, ACT scores, academic performance at the University, predictability of GPA, and responses to the Student Profile Section of the ACT. Negro students from the Inner-City high schools were compared to those from other schools on several achievement variables.

122. Dennison, John D., Gordon Jones. Academic Performance of Community College Transfer Students at Simon Fraser University, Dr. John D. Dennison, Faculty of Education, the University of British Columbia, Vancouver, B.C., 1969, 71 p.

A study and evaluation of subsequent performance and characteristics of community college students after transfer to S.F.U., which showed that in this case students did not experience a serious drop in grade-point average after transfer. A G.P.A. of 2.0 is a good indicator of probable success after transfer with the mature student doing considerably better at college and after transfer than the student under 25 years of age.

123. Dennison, John D., Gordon Jones. The Community College Transfer Student at the University of British Columbia - a Three Year Study, Gordon Jones, Department of Social Science, Vancouver City College, Langara Campus, 100 West 49th Ave., Vancouver 15, B.C., 1970, 65 p.

A study of community college students transferring over a three year period to the University of British Columbia. Contains judgments and assessments on the community college transfer function with recommendations. Indicates that the community college has generally demonstrated a fine record in preparing students to transfer to most university faculties.

124. Dennison, John D., Gordon Jones. One Year After College - A Study of Vancouver City College Career Students One Year After the Scheduled Graduating Date of April, 1968, Gordon Jones, Department of Social Science, Vancouver City College, Langara Campus, 100 West 49th Ave., Vancouver, 15, B.C., 1969, 67 p.

A study to provide information as to subsequent employment of career students as well as to their views of the college career program. Nearly 2/3 of the respondents to a questionnaire indicated that college study was related to the work entered, but only half indicated a feeling that college training was necessary to do their job.

125. Dennison, John D., Gordon Jones. A Study of Selkirk College Transfer Students to the University of British Columbia, Dr. John D. Dennison, Faculty of Education, the University of British Columbia, Vancouver, B.C., 1969, 23 p.

A comprehensive investigation of the performance of a small regional community college transfer students who have transferred to a large urban university. The academic preparation at Selkirk College was of such quality that transfer students achieved creditably after transfer.

126. Dennison, John D., Gordon Jones. A Long Range Study of the Subsequent Performance and Degree Attainment of Students who Transferred from V.C.C. to U.B.C., Gordon Jones, Department of Social Science, Vancouver City College, Langara Campus, 100 West 49th Avenue, Vancouver 15, B.C., 1970, 46 p.

Although the achievement of transfer students over the two and three year period after transfer to university did not appear impressive, since only 1/5 graduated on time, it was found that 1/2 of the transfer students were not eligible to enter university directly from high school and that the value of the college was in giving them a second chance and at least putting a baccalaureate degree within their reach.

127. Deren, Sherry, Marie McDermott, Murray Melnick, Harold E. Yaker. Students Who Withdraw from Courses: A Descriptive Analysis, Center for the Study of Higher Education, Hofstra University, Hempstead, New York 11550, 1969, 17 p.

This report describes characteristics of students who withdrew from one or more courses during the Fall 1966 semester at Hofstra. Student withdrawal tended to be more prevalent among those with lower GPA's, lower classmen, males, majors in natural science and business, and day session students. Forty-one per cent of the graduates never withdrew from a course while in college.

128. Division of Institutional Research. An Addendum to Those Who Made It (Monograph Number Five), Office of the Chancellor, The California State Colleges, 5670 Wilshire Blvd., Los Angeles 90036, 1969, 25 p. (on loan)

This report is a supplement to Those Who Made It: Selected Characteristics of the June 1967 California State College Baccalaureate Graduates. Those Who Made It was based on a composite analysis of data for the State Colleges, while the Addendum includes the same data presented for the individual colleges. The focus of this research was the undergraduate collegiate careers of a 15 percent sample of 13,858 June 1967 graduates. The findings of this study have invalidated many popular assumptions about the origins, attendance patterns, and achievement characteristics of the baccalaureate graduate.

129. Division of Institutional Research. Freshmen Profile: Selected Characteristics of First-Time Students Enrolled in the California State Colleges, Fall 1968, (Monograph Number Six), Office of the Chancellor, The California State Colleges, 5670 Wilshire Blvd., Los Angeles 90036, 1969, 69 p. (on loan)

This study, based upon a representative group of first-time freshmen entering colleges and universities in the fall of 1968, describes California State College freshmen and compares them to their nationwide counterparts in areas of academic potential, college attractions, student background, and personal goals in college. Findings revealed that, generally, the high school grade point averages and admission test scores of the California State College freshmen either equaled or excelled those of university freshmen nationwide. Further, California State College freshmen are more likely to live at home, work part-time, have access to a car, and have less interest in extra-curricular activities than their nationwide counterparts.

130. Drew, David E. A Profile of the Jewish Freshmen, The Publications Division, American Council on Education, One Dupont Circle, Washington, D.C. 20036, 1970, 53 p. \$3.00

This report presents a descriptive profile of Jewish freshmen who entered college in the fall of 1969. The data used were collected as part of the American Council on Education's Cooperative Institutional Research Program. The responses of Jewish students to the ACE questionnaire are compared with those of other religions in a series of tables sub-categorized by sex and type of institution.

131. Feldman, Kenneth A. Research Strategies in Studying College Impact, Research and Development Division, The American College Testing Program, P.O. Box 168, Iowa City, Iowa 52240, 1970, 35 p. (initial copy free, additional \$1.00 each)

This paper presents a broad overview of the research on the impact of college on students. The ways in which such research has been done, and the underlying theories and analytical strategies are outlined. Some generalizations based on integration of available studies are presented first, followed by a discussion of the difficulties involved in conceptualizing and measuring "impact." Next, the various orientations used in predicting the nature and direction of impacts are analyzed. They are actuarial, avowed goals and functions of higher education, personality development, life-cycle movement within the general social system, and distinctive social organizational structures and pressures. Ways of measuring college environments and inferring their impacts are then discussed. Finally, some future research topics are suggested along with an analysis of alternative research methodologies. The comparative analysis of research methodologies for college impact studies is an extended and integrative treatment of this topic. The appropriateness of the various methods now used are evaluated and the need to learn the conditions and dynamics of college effects is emphasized.

132. Fowley, George. A Study of the Withdrawals Processed Through the Counseling Office, 1963-1968, Director, Student Development Center, Lewis College, Lockport, Illinois 60441, 1969, 15 p.

This study presents a portrait of the students who withdrew from Lewis College over an eleven semester period. The students were studied from the perspective of stated reasons for withdrawing, their grade classification, and their area of academic interest. This study led to an expansion of the professional staff of the counseling office and the formation of the Student Development Center.

133. Froehlich, Gustav J., Robert C. Carey. Migration of College Students: Midwest Region Fall 1968, Midwestern Office, The Council of State Governments, 1313 East 60th Street, Chicago, Illinois 60637, 1970, 191 p. \$6.00

This report presents information about six categories of college students on their movement in, around and out of the Twelve-State Midwestern Area. The study is based on data supplied by U.S.O.E. and enumerates in detail the in and out migration of college students.

134. Hecox, Walter E. A Comparison of New Cadets at USMA with Entering Freshmen at Other Colleges, Class of 1973, Office of Research, United States Military Academy, West Point, New York 10996, 1970, 57 p.

The United States Military Academy, in July 1969, participated for the fourth time in the American Council on Education's annual survey of the characteristics of students entering college as first-time freshmen. This report gives the results of that survey.

135. Higgins, Paul S., Jack E. Rossman. Expectations That Freshmen at Entrance Hold for Their First Year at Macalester College, Office of Educational Research, Macalester College - St. Paul, Minnesota 55101, 1970, 21 p.

All incoming freshmen were asked to respond to a questionnaire designed to elicit first-year college expectations. Responses suggest that the freshmen expect an environment in which students are politically active and tolerate unconventionality; administrators are flexible and sensitive; and good teaching is important.

136. Hoffman, Bernard B. Circumstances of Sex Education, Data For Decision Making, 17690 River Road, Guerneville Park, California 95446, 105 p.

A national study of college students and their experiences, attitudes, and desires on the subject of sources and timing of sex disclosure. The findings suggest that the consequence of allowing each generation to educate itself (peer dominated disclosures) has been to widen the generation gap and to move our youth towards non-traditional views and behavior patterns.

137. Houston, John W., Daniel L. Stoller, John E. Hespenheide. Characteristics of the Class of 1973, Office of Research, United States Military Academy, West Point, New York 10996, 1969, 44 p.

This report presents the biographical characteristics and achievements of the 1438 cadets who entered the Class of 1973.

138. Jacobsen, John P., Gerald Erickson. Graduate Assistant Survey Northern Michigan University, Office of Institutional Research, Marquette, Michigan, 49855, 1970, 16 p.

The major objectives of this study were to describe the graduate assistants' responsibilities, assess their work load and working conditions, and provide a means whereby the assistants could make suggestions for improving the assistantship program. Data were obtained by questionnaire from 59 M.A. graduate assistants at Northern Michigan University.

139. Jones, Gordon. Community College Accessibility to the Economically Disadvantaged, ERIC - ED 032 055, JC 690 316, 1969, 82 p. \$.50

A study to determine the socio-economic status of community college students and to analyze certain characteristics of those in the poverty class. A 10% sample (random) of Vancouver City College students answered a questionnaire which in part showed that such a small ratio of poor attend college due to restrictions and complexity of financial aid.

140. Lankford, Francis G., Alton L. Taylor. The Academic Record of Students Entering the University of Virginia, 1962-1969, Who Took Advanced Placement Examinations: A Third Report, Office of Institutional Analysis, University of Virginia, Charlottesville, Virginia 22903, 1970, 26 p.

Students taking Advanced Placement Examinations at the University of Virginia, 1962-69, are analyzed in relation to exams taken and their academic records while enrolled at the University.

141. Leischuck, Gerald S., Frederick Earl Wray. The Junior College Transfer Student at Auburn, Office of Institutional Analysis, Auburn University, 1969, 37 p. (original out of print; limited supply of abstracts available)

The system of public junior colleges is new to Alabama, and senior institutions had no experience with patterns of transfer, areas of study, academic performance, retention and failure. This study examined these and other factors as they related to a group of 755 persons who transferred to Auburn University between 1966 and 1968.

142. Lenning, O.T. An exploratory study of factors differentiating freshmen educational growth, Oscar T. Lenning, American College Testing Program, P.O. Box 168, Iowa City, Iowa 52240, 1970, 37 p.

In an exploratory study of students at one church-related college, many factors differentiated students having "negative educational growth" from equally able students having "positive growth." Some of the "negative growth students" may have exhibited "positive educational growth" if they had attended a college more in harmony with their style of life.

143. Lenning, O.T. Student factors related to educational growth at a church-related liberal arts college, Oscar T. Lenning, American College Testing Program, P.O. Box 168, Iowa City, Iowa 52240, 1970, 49 p.

This was an exploratory study of the relationships between student factors and educational growth in college. Motivation habits, attitudes, self-concept, hostility, conformity, social relations, religious variables, certain family variables, and certain personality characteristics were significant predictors of educational growth as operationally defined. There were major differences in findings for men and women.

144. Lins, L.J. CCHE #63, 1969, A Survey of Spring 1968 Wisconsin High School Seniors, Wisconsin Coordinating Council for Higher Education, 732 North Midvale Blvd., Madison, Wisconsin 53705, 1969, xiii + 97

This is a survey of 1968 Wisconsin high school seniors with respect to (1) immediate and long-range plans, (2) family background, (3) knowledge of financial aids and influence of financial aids on future plans (4) secondary school and secondary school activities and (5) racial background and family wealth or income.

145. Lucas, John A. Optimal Learning Environments for Different Types of Students, Office of Institutional Research, The University of Tennessee, Knoxville, Tennessee 37916, 1969, 128 p. (limited supply)

This project considered whether different types of students required different learning environments in order to learn most effectively. The research was conducted over a two-year period in a basic statistics course taught by ten different instructors and involving 1,172 students. The basic criteria measurements were common examination achievement and the Teacher Performance checklist.

146. McLaughlin, Gerald W. Survey of Graduates of USMA Classes of 1950 to 1962, Office of Research, United States Military Academy, West Point, New York 10996, 1970, 42 p.

This report gives the results of questionnaires completed by 1109 graduates of the Classes of 1950 through 1962. The major topics investigated related to the graduates' background, schooling, and military or civilian career.

147. Milligan, Frank G. Physical Education Requirements for Veterans in U.S. Community Colleges, Frank G. Milligan, Monroe Community College, 1000 E. Henrietta Road, Rochester, New York 14623, 1970, 5 p.

A nation-wide survey on P.E. requirements for veterans in community colleges. A 93.5% return yields interesting and helpful results.

148. Morgovsky, Joel. A Comparative Examination of Negro and Non-Negro Cadets in the Class of 1973, Office of Research, United States Military Academy, West Point, New York 10996, 1970, 36 p.

This report presents comparison data on Negro cadets in the Class of 1973 and the predominantly white majority of that same group. Included as well is a discussion of how the Negro Plebes compare to entering freshmen at predominantly Negro colleges in the U.S.

149. Morgovsky, Joel. Educational Aspirations and Academic Environment of the Graduating Class of 1969, Office of Research, United States Military Academy, West Point, New York 10996, 1969, 60 p.

This report presents the relevant findings of a survey given to the Class of 1969 just prior to graduation. Data is presented on the graduate educational aspirations of the class as well as data concerning the cadets' perceptions of the academic environment at USMA.

150. Morgovsky, Joel. An Overview of the Success of Negro Cadets at West Point, Office of Research, United States Military Academy, West Point, New York, 10996, 1969, 34 p.

This report covers the history of Negro cadets at the United States Military Academy from its founding through the Class of 1969.

151. Morgovsky, Joel. Summary of Institutional Research at USMA, Office of Research, United States Military Academy, West Point, New York 10996, 1970, 77 p.

A report to provide general information to researchers at USMA, to the Superintendent, and others as to the kinds of studies being conducted relevant to the topics of USMA candidates, cadets and graduates.

152. Nangle, John E. A Study of the SME Class of 1972: A Descriptive Analysis of Student Attitudes and Perceptions, Office of Institutional Research, Western Michigan University, Kalamazoo, Michigan 49001, 1969, 33 p. \$.50

This is the first of several reports presenting the results of a longitudinal study involving the 1968 entering freshman class at Western Michigan University. The data from 2,667 students is analyzed by sex in terms of personal orientation to educational institutions, beliefs held about the institution being attended, perceived character of the University, expectations about future college experience, educational value systems, and self-descriptions.

153. Perch, James T. Socio-Economic Status of Resident and Commuter Students, Office of Institutional Research, Manhattan College, New York, New York, 10471, 1969, 7 p. \$1.00

This study examines social and economic differences between resident and commuter students at Manhattan College.

154. Pilapil, Bonifacio E., John E. Stecklein, Han Chin Liu, Intercollegiate Athletics and Academic Progress: A Comparison of Academic Characteristics of Athletes and Nonathletes at the U. of Minn. - State II, Bureau of Institutional Research, University of Minnesota, Minneapolis, Minnesota, 1970, 76 p. \$1.00

To determine the effect of some changes in eligibility rules for intercollegiate athletics upon an athletes' academic progress, the Senate Committee on Intercollegiate Athletics requested the Bureau of Institutional Research to replicate a study of academic progress of student athletes that the bureau had made of a previous group of athletes.

155. Sandell, Sandra D., Jack E. Rossmann. Macalester Freshmen View Their Parents, Office of Educational Research, Macalester College - St. Paul, Minnesota 55101, 1970, 11 p.

Interview data collected from a random sample of 55 Macalester freshmen are reported. The analysis focuses on perceived relationships between the students and their parents.

156. Schafer, Michael I. Annotated Bibliography of Student Unrest, Florida Community Junior College, Inter-institutional Research Council (IRC), College of Education, University of Florida, Gainesville, Florida 32601, 1970, 20 p. \$.25

This publication includes an annotated bibliography of recent books, magazine articles, tapes and other works related to student unrest.

157. Schafer, Michael I. Data Element Dictionary for Student Information and Appendixes, Florida Community Junior College, Inter-institutional Research Council (IRC) College of Education, University of Florida, Gainesville, Florida 32601, 1970, 89 p. \$3.50

This work contains a description of a comprehensive data base for student information including data codes, and definitions.

158. Spencer, Gary. A Comparative Study of Early Resignations from USMA for the Class of 1973, Office of Research, United States Military Academy, West Point, New York 10996, 1970, 23 p.

This report compares the initially stated attitudes and expectations of entering cadets in the Class of 1973 among those who resigned in the first two months, those who resigned in the third through the sixth month, and those who persisted through these periods.

159. Spencer, Gary. A Social-Psychological Profile of the Class of 1973, Office of Research, United States Military Academy, West Point, New York 10996, 1969, 20 p.

This report is a descriptive analysis of the expectations of the members of the Class of 1973 just after they entered the Military Academy.

160. Stecklein, John E., Bonifacio E. Pilapil. Academic Progress of Inter-collegiate Athletes: Two Points in Time, Bureau of Institutional Research, University of Minnesota, Minneapolis, Minnesota, 1970, 25 p. \$.75

This report compares the results of two studies of academic progress of students who participated in intercollegiate athletics under two different sets of eligibilities. The findings in Stage I and Stage II have been drawn together in this overview to facilitate comparison of the various measures of academic potential and academic achievement used in the studies.

161. Steele, Matt W. Comparison of the Student Left and the Student Right, Dr. Matt W. Steele, Associate Director Institutional Research, Box 8024, University of Miami, Coral Gables, Florida 33124, 1970, 4 p.

In September, 1969, a biographical and attitudinal questionnaire was given to Freshmen at the University of Miami. With the permission of the American Council on Education, a number of their Freshmen Questionnaire questions were included. In his analysis of the questionnaire, the students who characterized themselves as "left" were compared to those who characterized themselves as "strongly conservative."

162. Stivers, Earl R. Some Questions for Institutional Research, Florida Community Junior College, Inter-institutional Research Council (IRC), College of Education, University of Florida, Gainesville, Florida 32601, 1970, 3 p. \$.25

A compilation of questions relating to characteristics of entering students, students in general, and the parent college itself. A suggested program for evaluation and analyses of student achievement at the junior college is included.

163. Stordahl, Kalmer. Student Values, Office of Institutional Research, Marquette, Michigan 49855, 1970, 18 p.

The college student questionnaire - part 2 was administered to a stratified random sample of 529 Northern Michigan University students. This report is based upon an analysis of the scores on the Liberalism, Social Conscience and Cultural Sophistication scales. The data were analyzed by class, sex, residence and major field.

164. Suslow, Sidney, William C. Pieper, Jr. A Survey of Summer Quarter Students at Berkeley - 1968, Office of Institutional Research, University of California, Berkeley, Berkeley, California 94720, 1969, 71 p.

This study reports the results of a questionnaire sent to a 25% sample of Berkeley summer quarter enrollees. Its purpose was to determine the nature of the summer quarter student population compared to other quarters and to assess reasons for enrolling during the summer. The final section covers in some detail student reactions to the courses, facilities, etc. which were offered.

165. Taylor, Alton L. Follow-up of 1968 Degree Recipients in the Graduate School of Engineering and Applied Sciences, Office of Institutional Analysis, University of Virginia, Charlottesville, Virginia 22903, 1969, 13 p.

This report is a follow-up of graduates from the Graduate School of Engineering and Applied Science at the University of Virginia, in June and August of 1968.

166. Taylor, Alton L. Follow-up of 1967-68 Degree Recipients of the Graduate School of Arts and Sciences, Office of Institutional Analysis, University of Virginia, Charlottesville, Virginia 22903, 1969, 25 p.

This report is a follow-up of graduates from the Graduate School of Arts and Sciences at the University of Virginia in June and August, 1968. Information sought included age, marital status, state of residence, employment status, and attendance at Graduate/Professional schools.

167. Taylor, Alton L. Longitudinal Analysis of Selected Achievement, Aptitude and Intelligence Factors of Virginia Public School Graduates who Matriculated at the University of Virginia, Fall 1967, Office of Institutional Analysis, University of Virginia, Charlottesville, Virginia 22903, 1969, 19 p.

The objective of this study was to identify selected characteristics recorded over the educational history of first-time enrollees from Virginia public high schools who entered the University of Virginia in the Fall of 1967 which significantly influence the prediction of academic performance during their first year in the University.

168. Taylor, Alton L. Follow-up of 1968 Degree Recipients of the Graduate School of Education, Office of Institutional Analysis, University of Virginia, Charlottesville, Virginia 22903, 1969, 19 p.

This report is a follow-up of graduates from the Graduate School of Education in June and August, 1968. Information obtained concerned age, marital status, state of residence, employment status, and attendance at graduate and professional schools.

169. Taylor, Alton L. Stability and Change of Selected Human Behaviors of Virginia Public School Graduates who Matriculated at the University of Virginia, Fall 1967, Office of Institutional Analysis, University of Virginia, Charlottesville, Virginia 22903, 1969, 8 p.

The objective of this study was to analyze changes during public school attendance in selected behaviors of graduates from Virginia public schools who entered the University of Virginia during the Fall of 1967. The findings revealed that patterns of academic achievement in many areas are established as early as the fourth grade.

170. Taylor, Alton L. Academic Achievement and Selected Characteristics of Single Undergraduates at the University of Virginia, 1968-69, Office of Institutional Analysis, University of Virginia, Charlottesville, Virginia 22903, 1970, 6 p.

This report is an analysis of academic achievement (Cum GPA) of single undergraduates at the University of Virginia during 1968-69 in relation to school enrolled, class, year at the University, age, sex, membership in fraternities, source of income, present residence, ownership of car, sense of freedom from responsibility associated with living off-grounds or on-grounds, adequacy of study facilities, and attitudes toward residential colleges.

171. Thompson, Elizabeth. Freshman Class Status Report: 1968-1969. Part I: The Composition of the Freshman Class, A Comparison: 1964-65/1966-67, 1967-68, 1968-69. BOAC Study 22, University Research, State University of New York at Buffalo, 316 Harriman Library, Buffalo, New York 14214, 1969, 21 p. \$1.00

Compares characteristics of three successive freshman classes at the SUNY at Buffalo with the original (1964) class in the research project. Descriptive enrollment information is presented on the basis of sex, marital status, residential status, years between high school graduation and college enrollment, high school locale, and permanent residence.

172. Torrence, Lois E. Some Perspectives on the Entering Freshmen at American University, 1966-1969, Office of Institutional Studies, American University, Washington, D.C. 20016, 1970, 36 p.

An analysis of the responses of American University freshmen on the Freshmen Information Survey of the Office of Research, American Council on Education, and some comparisons with national norms developed by the ACE Office of Research. Includes trends in family background, secondary school activities, and student attitudes, values and objectives. The results of one post-freshman year follow-up (carried out by the ACE Research Office) with a sample of the original class is also included. Includes comments on the local problems of a participating institution in interpretation and utilization of these nationally developed questionnaires and the resulting normative data.

RECRUITMENT AND ADMISSIONS

173. Allen, Hyrum John, Harry P. Bluhm. A Study of Students Transferring to the University of Utah Autumn Quarter, 1966, Office of Institutional Studies, 103 Stewart Building, University of Utah, Salt Lake City, Utah 84112, 1968, 29 p. \$.50

This study sought to determine if differences in academic achievement existed among transfer students at the University of Utah in relation to (1) class level, (2) sex, (3) incoming GPA and (4) type of location of previous college of attendance. Also examined were the differences between transfer and native students as to (1) marital status, (2) course load and (3) college attended at the University of Utah.

174. Couch, Shirley Jensen, Harry P. Bluhm. A Study of Students Readmitted to the University of Utah Autumn Quarter, 1968, Office of Institutional Studies, 103 Stewart Building, University of Utah, Salt Lake City, Utah 84112, 1969, 36 p. \$.50.

The purpose of this study was threefold: first, to provide descriptive data concerning the readmitted student; second, to determine if significant differences in academic performance existed among the readmitted students relative to the following factors: (1) class level, (2) sex (3) GPA at time of termination, (4) length of time out of school, and (5) type of experience while out of school; and third, to compare the readmitted students to the native students relative to (1) course load, (2) marital status, (3) college entered at the University of Utah and (4) GPA earned Autumn, Quarter, 1968.

175. Division of Institutional Research. Admissions Study Digest: A Summary of the California State Colleges 1963 Admissions Study (Monograph Number Two), Office of the Chancellor, The California State Colleges, 5670 Wilshire Blvd., Los Angeles 90036, 1969, 78 p. (on loan)

This report is a compendium of the original nine volume report which included 16,779 first-time freshmen. It includes the considerations and methodology involved in determining admissions standards, and a historical sketch of the California State College's admissions standards. One finding is that there is no significant difference between the predictive value of college preparatory high school grade point averages and those for the total high school experience, less physical education. One result of this study was the creation of an eligibility index based upon high school GPAs and admission test scores in combination. The new standards selected freshmen from the top third of California high school graduates.

176. Division of Institutional Research. Proposed Admissions Standard for Upper Division Transfer Students Legally Residents of Other States (Monograph Number Four), Office of the Chancellor, The California State Colleges, 5670 Wilshire Blvd., Los Angeles 90036, 1969, 8 p. (on loan)

The Master Plan for Higher Education in California recommended that undergraduate applicants to the State Colleges, legally residents of other states, be required to stand in the upper half of those ordinarily eligible. The purpose of this study was to establish such a standard. It recommends that upper division applicants be required to have a minimum grade point average of 2.40, thus giving California residents admissions priority.

177. Ferrin, Richard I. Barriers to Universal Higher Education, Access Research Office, College Entrance Examination Board, 800 Welch Road, Palo Alto, California 94304, 1970, 54 p.

This paper delineates and documents four major barriers to expanded educational opportunity--finances, academics, motivation, and geography. It then discusses efforts that are underway nationally to alleviate these barriers.

178. Froehlich, G.J., A.R. Lewandowski. Enrollment in Institutions of Higher Learning in Illinois: 1969, University Bureau of Institutional Research, 409-252 E. Chalmers, Champaign, Illinois 61820, 1969, 125 p.

This survey provides fall term enrollment data for the 138 different institutions of higher learning in Illinois. Twenty-three year enrollment trends are also shown. Besides presenting the data for each individual institution, the data are summarized for the State of Illinois as a whole, for all public and private institutions combined, for public and private universities, public and private colleges, private professional and technical schools, and for public and private junior colleges. Summary data for each standard metropolitan statistical area, and for other geographic regions of Illinois are also given.

179. Froehlich, G.J., R.C. Carey. Higher-Education Enrollment in Illinois 1960-2000, University of Illinois Bureau of Institutional Research, 409-252 E. Chalmers, Champaign, Illinois 61820, 1969, 29 p.

This report analyzes the expected higher education enrollment in Illinois over the next thirty years. It uses as its starting point actual enrollment patterns in the sixties, comparative national data from selected states and college age population information as supplied by the Census Bureau.

180. Hayes, Larry K. Counselors' Guide, Oklahoma Higher Education, Oklahoma State Regents for Higher Education, 118 State Capitol Building, Oklahoma City, Oklahoma 73105, 1969, 219 p.

A publication for students, their parents, and high school counselors to enable them to make good decisions about plans for college after high school graduation. Includes the general functions of institutions, general information about all institutions, and summary information about each institution.

181. Hecox, Walter E. The 1969 USMA Preparatory School Visitation to the USMA, Office of Research, United States Military Academy, West Point, New York 10996, 1969, 28 p.

A group of 280 US Military Academy Preparatory School cadet-candidates visited the U.S. Military Academy 25-28 September 1969. This report is a study of the impact of this visitation on the cadet-candidates.

182. Larsen, Suzanne. No-Show Study, Fall 1969, Office of Institutional Research, University of Tennessee, 62 Administration Building, Knoxville, Tennessee 37916, 1970, 20 p.

Comparisons of the entering freshman class and the no-show population were made based on such variables as ACT scores and residence status. The no-show group proved similar in ability to the entering freshman class. Considerations for the no-show population were such factors as expense, service obligations, nearer home, better financial support, and the need for a smaller more individualized institution.

183. Lins, L.J. CCHE #70-1 Estimates and Projections of Enrollment the University of Wisconsin and Wisconsin State Universities, Wisconsin Coordinating Council for Higher Education, 732 North Midvale Blvd., Madison, Wisconsin 53705, 1970, iii + 41

The paper sets up the technique and assumptions; projections are made on a head count and full-time equivalent basis for each campus of the two systems.

184. Loeb, Jane. The Relationship of Socioeconomic Status and Selection Index Among Urbana-Champaign Liberal Arts and Sciences Freshmen, University of Illinois, University Office of School and College Relations, 409 East Chalmers, Room 348, Champaign, Illinois 61820, 1970, 11 p.

For 1967 Liberal Arts and Sciences freshmen, 12 indicators of SES contained in the College Student Questionnaire were correlated with predicted University GPA, or Selection Index, in order to evaluate the impact which variations of the academic qualifications required for admission might have on the SES makeup of the class.

185. Wilson, Kenneth M. Socioeconomic selectivity and/or "more representative" student bodies, College Research Center at ETS, Educational Testing Service, Princeton, New Jersey 08540, 1970, 18 p.

Selective colleges which seek to diversify their student bodies - i.e., attract students who differ from those traditionally applying and admitted - and which at the same time do not wish to yield ground in terms of traditional academic criteria face severe problems. Self-report data on socioeconomic background items for students entering CRC-member colleges are presented and discussed.

186. Wisconsin Coordinating Council for Higher Education. CCHE #19, 1969
Enrollment Planning Maximums for Wisconsin's Public Universities, Wisconsin
 Coordinating Council for Higher Education, 732 North Midvale Blvd., Madison,
 Wisconsin 53705, 1969, 12 p.

Based upon stated assumptions, the paper sets up enrollment planning
 maximums for Wisconsin public institution campuses.

187. Wisconsin Coordinating Council for Higher Education. CCHE #70-26, Enrollment
Planning Maximums for Wisconsin Public Universities Converted to Full-Time
Equivalent Enrollments, Wisconsin Coordinating Council for Higher Education,
 732 North Midvale Blvd., Madison, Wisconsin 53705, 1970, 3 p.

Converts planning maximums of CCHE #19, 1969, to full-time equivalent
 enrollments.

188. Wisconsin Coordinating Council for Higher Education. CCHE #91, 1969
Statewide Estimates and Projections of College Transfer, Associate Degree,
Vocational Diploma and Apprenticeship Enrollments - Vocational - Technical -
Adult Schools, Wisconsin Coordinating Council for Higher Education, 732
 North Midvale Blvd., Madison, Wisconsin 53705, 1969, 11 + 20 p.

The statewide projections for Wisconsin Vocational - Technical -
 Adult Schools are divided by types of enrollment category. The study
 was funded under a U.S. Office of Education Comprehensive Facilities
 Planning grant.

189. Yates, Doris. A Follow-up Study of "No Shows" for Fall Quarter, 1968, at
The University of Tennessee, Office of Institutional Research, University
 of Tennessee, 62 Administration Building, Knoxville, Tennessee 37916, 1969,
 4 p.

Several factors which accounted for the percentage of applicants who
 did not appear were revealed in a follow-up study. It is significant
 that over three-fourths of the "no-shows" never filed high-school
 grade-point average data with the admissions office. Tables
 reflecting geographic areas, sex, grade point average and reasons
 given for not registering are included.

PREDICTION AND ACADEMIC PERFORMANCE

190. Adams, W. Sam. Do Freshman Grades Reflect Academic Ability and High School Achievement?, Testing Research and Services, Wisconsin State University-Oshkosh, Oshkosh, Wisconsin 54901, 1970, 6 p. \$.50

This study sought to determine whether or not college grades could be predicted from students' past academic performances. WSU-O findings supported previous research, i.e., freshman grades can be predicted reasonably accurately from ACT score and high school rank. The chances of accurate prediction of GPA improve considerably with extreme scores on ACT and extremes in high school rank. This prediction information is of particular benefit to college counselors who help students become more realistic about their academic aspirations and vocational goals.

191. Ard, Robert F. Academic Performance and Other Correlates to Fraternity Pledge Status, Office of Institutional Research, University of Tennessee, 62 Administration Bldg., Knoxville, Tennessee 37916, 1969, 24 p.

The effects of pledging a fraternity on students' academic performance were investigated in four general areas: academic performance, family and background, activities and attitude toward the University. It was concluded that pledging a fraternity, whether immediately upon entering the institution or not, does not seriously hamper a student's academic performance. Fraternity selectivity based on capability mitigated much of the susceptibility to academic difficulty.

192. Bowers, John J. Graduate Record Examinations Institutional Testing Program Summary Results, Part I. Introduction and Background, Testing Research and Services, Wisconsin State University-Oshkosh, Oshkosh, Wisconsin 54901, 1969, 65 p. \$1.50

The purpose of this report was to present data describing the performance of WSU-O seniors on the GRE, to analyze this data and compare it with the performance of similar students nationwide, and to draw some conclusions about the meaning and implications of this information. The complete report was organized into two major parts with Part I describing and analyzing the performance of all WSU-O seniors and various major groups of WSU-O seniors on the Aptitude and Area Tests of the GRE.

193. Division of Institutional Research. Five Years Later: A Follow-up to the California State Colleges 1963 Admissions Study (Monograph Number Three), Office of the Chancellor, The California State Colleges, 5670 Wilshire Blvd., Los Angeles 90036, 1970, 123 p. (on loan)

This report is a five-year summary of the college careers of 2,994 of the California State Colleges' 1963 first-time freshman class. The freshmen were studied in three principle areas: attrition and persistence, educational characteristics as high school graduates and collegiates, and academic achievement. Included within this freshman class were two sub-groups: those who would be eligible under present State College admissions standards and those who would be ineligible. It was therefore possible to compare the academic careers of the two groups of students and draw conclusions about the effectiveness and validity of present admissions standards.

194. Frankel, Edward. The Academic History of Community College Transferees at Herbert H. Lehman College, Dr. Edward Frankel, Director of Institutional Research, Herbert H. Lehman College, Bedford Park Boulevard West, Bronx, New York 10468, 1970, 40 p.

The academic achievement of 202 community college transferees who entered Herbert H. Lehman College in September 1967 was assessed. Two years later, about one third had been graduated in June 1969, half were still in school, and the remainder had been discharged. The graduates achieved significantly higher grades in the last two years of senior college than in the first two years of community college. However, native students matched with transferees on sex, academic concentration and grade point average for the first two years, achieved significantly higher grade point average: 2.84 as compared to 2.66.

195. Gaither, Gerald H. The Pass-Fail Grade Option at The University of Tennessee Office of Institutional Research, The University of Tennessee, 62 Administration Building, Knoxville, Tennessee 37916, 1970, 18 p.

This report is focused on two specific aspects of the P/F program: a trend analysis of the participants involved, and the current attitudes and experiences of the students and faculty toward its operation. One of the more obvious trends in the data was the attitude discrepancy between full professors and their lower academic rank colleagues, with full professors expressing more concern over the basic uses of the system. Program imperfections were also outlined with suggestions for improving the existing framework.

196. Hoffman, Bernard B. Study of Grading Practices, Data for Decision Making, 17690 River Road, Guernwood Park, California 95446, 21 p.

This study addressed the observed inequalities of grading practices in nine colleges and universities in the Kansas City Region. The approach to the subject utilized the campus environment tool which allowed not only the more conventional observations but also indicated how students receiving various grade point averages perceived 150 items in the campus press. One of the most interesting findings of the study which sampled 4,371 students was that the grouping receiving less than a C average were the most positively oriented towards the academic offering and instruction.

197. Larkin, Caroline M. A Report on the Graduate Record Examinations Aptitude and Area Tests: Class of 1969, Office of Institutional Research, Rosemont College, Rosemont, Pa. 19010, 1969, 28 p.

This report contains tabular and graphic data to illustrate and summarize the results of the Graduate Record Examination Aptitude and Area Tests administered to the Class of 1969 in December, 1968. Included in the report are nine-year summary data for the classes of 1961 through 1969; comparison by major department for the classes of 1967 through 1969, and summary, conclusions, and implications for Faculty consideration.

198. Larsen, Suzanne. A Survey of Students at The University of Tennessee Regarding the Dropout Problem, Office of Institutional Research, University of Tennessee, 62 Administration Building, Knoxville, Tennessee 37916 1969, 10 p.

This report was an attempt to identify possible contributing factors to the dropout rate as seen by the students. The area contributing the most to perceived causes of dropout was that of the institutional environment. Curricula, course requirements and grading standards were concomitant factors.

199. Loeb, Jane, Lehmann Robinson. Use of Nonintellective Data in the Prediction of Freshman Academic Achievement, University of Illinois, University Office of School and College Relations, 409 East Chalmers, Room 348, Champaign, Illinois 61820, 1970, 18 p.

Factor scores derived from the ACE Student Information Form and the ACT Student Profile Section were used in addition to HSPR and ACT Composite in predicting first term GPA and in discriminating among students on clear, probationary, dropped and withdrawn status. The nonintellective variables were found to add very little to the predictability afforded by high school percentile rank and ACT alone.

200. Morishima, James K., Sidney S. Micek. Pass-Fail Evaluation: Phase I. Grade Distribution Analysis, Office of Institutional Educational Research, University of Washington, Seattle, Washington 98105, 1970, 29 p.

First evaluation of a two-year experiment in Pass-Fail grading on a student option basis. Data indicate that Pass-Fail students receive significantly lower GPA averages than regular students. Since findings suggest that the proportion of students opting Pass-Fail is not stabilized, further evaluation is recommended.

201. Morishima, James K., Sidney S. Micek. Pass-Fail Evaluation: Phase II. Questionnaire Analysis, Office of Institutional Educational Research, University of Washington, Seattle, Washington 98105, 1970, 23 p.

Results and analysis of a questionnaire distributed to students and surveying their attitudes toward and experience with Pass-Fail Grading. Results indicate that students want the option continued, and that roughly two-thirds of them intend to make use of the program. Further study on the remaining one-third is proposed.

202. Myers, David G. The Academic Performance of "Risk" Students, Department of Psychology, Hope College, Holland, Michigan 49423, 1970, 7 p.

This study examined the freshmen year grades of "risk" students as defined by (1) admission statistics (GPA and SAT data) or (2) participation in a summer trial program for marginal applicants. Part (1) amounted to a grade prediction study with fairly typical results.

203. Pieper, William C. Jr. An Analysis of Applicants Admitted to the Master's Program of the Graduate School of Business Administration at Berkeley, Office of Institutional Research, University of California, Berkeley, Berkeley, California 94720, 1969, 63 p.

This study examines certain characteristics of applicants admitted to Berkeley's MBA Program in relation to their subsequent success in earning the degree. The findings are based on the experience of 432 students admitted for the fall semesters of 1961, 1962, and 1963. Among the factors considered were aptitude test scores, age at admission, marital status, and previous scholastic record.

204. Rossmann, Jack E. Attitudes of Graduate and Professional Schools Toward S-U Grades Among Undergraduates, Office of Educational Research, MacAlester College - St. Paul, Minnesota 55101, 1969, 8 p.

45 graduate and professional school deans across the country were asked to assess the impact of a high proportion of undergraduate S-U grades on admission to their schools. Replies suggest that undergraduate colleges and universities should seriously consider the consequences before expanding the use of this grading system.

205. Wilson, Kenneth M. Contribution of SAT's to Prediction of Freshman Grades: CRC-Member Colleges (Women Only), College Research Center at ETS, Educational Testing Service, Princeton, New Jersey 08540, 1970, 18 p.

Students entering CRC-member colleges typically present 3 CEEB achievement test scores. An average of these scores, Class Rank, SAT-Verbal, and SAT-Mathematical comprise the standard admissions battery. This study reports that SAT's add little information of value for predicting freshman-year grades and tend to operate as suppressors (vis-a-vis average achievement score). Information is needed about the role of aptitude and achievement measures in forecasting college performance in less selective settings.

206. Wilson, Kenneth M. Major-Field Choices of Entering Freshmen, College Research Center at ETS, Educational Testing Service, Princeton, New Jersey 08540, 1969, 22 p.

This report examines the major-field preferences of students entering CRC-member colleges during the period 1966 through 1968. Patterns of change in the popularity of various fields among new students vary from college to college. Data on the popularity of various fields among National Merit Finalists, as reported by NMSC, are presented for comparison.

207. Wilson, Kenneth M. Study of Over- and Under-Achievers, Class of 1970, Freshman Year: Progress Report No. 1, College Research Center at ETS, Educational Testing Service, Princeton, New Jersey 08540, 1969, 12 p.

This report describes a study of students at eight CRC-member colleges whose first-year performance was above or below that predicted on the basis of a standard admissions battery. CSQ Part I Scale-score profiles for over- and underachieving freshmen at the eight colleges are presented and discussed. The value of interinstitutional designs for such studies is apparent from the findings.

208. Wilson, Kenneth M. Study of Over and Under-Achievers, Class of 1970, Freshman Year: Progress Report No. 2; College Research Center at ETS, Educational Testing Service, Princeton, New Jersey 08540, 1969, 28 p.

This report provides a tabular summary of responses of over- and under-achieving freshmen at CRC-member colleges to many of the individual items from CSQ Part 1. Items which reflect students' orientation to academic pursuits - work and study habits, satisfaction with high-school performance, etc. - differentiate over- and underachieving groups. This study has been replicated in the Class of 1972 and additional reports will be available

PERCEPTION OF THE COLLEGE ENVIRONMENT

209. Asher, E.J. Parent and Student Opinion Toward Student Rules and Behavior, Office of Institutional Research, Western Michigan University, Kalamazoo, Michigan 49001, 1969, 5 p.

This study attempted to contrast parent and student attitudes toward student regulations and behavior. The sample included 500 parents of 18 to 20 year old students and 575 students all from Western Michigan University. The results indicate differences in attitudes between parents and students as well as minor differences within each group.

210. Bluhm, Harry P. Mature Women who Terminated Their College Experience Speak About Themselves and Their Education, Office of Institutional Studies, 103 Stewart Building, University of Utah, Salt Lake City, Utah 84112, 1969, 6 p.

The study of mature women (defined as a woman 25 years of age or over) with some college education who terminated their schooling at the University of Utah before graduating with a Bachelor's degree. Answers were sought regarding their reasons for leaving school, their educational aspirations, factors that would influence their return to school and their values, interests and cultural involvement.

211. Bluhm, Harry P. Student's Attitudes Toward the University of Utah Library and Learning Center, Office of Institutional Studies, 103 Stewart Building, University of Utah, Salt Lake City, Utah 84112, 1969, 13 p.

The purpose of this study was to provide the Library Administration data on student's attitudes toward the new Library and Learning Center. Student comments were also solicited regarding shortcomings of the present operation and additional services felt needed.

212. Bluhm, Harry P. Undergraduate Women Enrolled at the University of Utah Spring Quarter, 1969: Their Educational Goals, Aspirations and Perceptions of the College Experience, Office of Institutional Studies, 103 Stewart Building, University of Utah, Salt Lake City, Utah 84112, 1969, 18 p. \$.50

This study sought to elicit information from undergraduate women enrolled at the University of Utah regarding their (1) reasons for going to college, (2) educational aspirations, (3) educational goals in terms of importance and progress toward attainment, (4) affiliation with student organizations, (5) values and/or interests, (6) evaluation and use of the various services of the University, (7) enrollment in curricular offerings of the University and (8) feelings respecting discrimination toward women on campus.

213. Elliott, Billie C. A Factor-Analytic Study of Freshmen Perceptions of Self and Environment at the University of Tennessee, Office of Institutional Research, 62 Administration Building, The University of Tennessee, Knoxville, Tennessee 37916, 1970, 39 p.

A factor-analytic study was made of freshman descriptions of themselves, using "Transactional Analysis of Personality and Environment" (TAPE) as the instrument (administered initially to entering freshmen in the Fall of 1967). Student ratings of "Self" and institution were factor analyzed to determine meaningful factor interpretations of item intercorrelation. Scores on factor dimensions were measured to determine the congruence between student characteristics and environmental dimensions.

214. Elliott, Billie C. A Longitudinal Study of Student-College Interaction at the University of Tennessee, Knoxville, Office of Institutional Research, 62 Administration Bldg., The University of Tennessee, Knoxville, Tennessee 37916, 1970, 50 p.

The second phase of a longitudinal study on student perception of self and the University of Tennessee was completed after the students' sophomore year. Using the "Transactional Analysis of Personality and Environment" instrument, as well as specially developed supplementary questionnaires focusing on satisfaction levels of persisters and non-persisters, the study added new dimensions to the first phase reported by Lucas in 1969.

215. Faulman, Jane. 1969 Senior Survey, University Research, State University of New York, at Buffalo, 316 Harriman Library, Buffalo, New York 14214 1970, 59 p. \$1.50

This is the first of a series of questionnaire surveys of SUNY/B upperclassmen's opinions and attitudes toward their university experiences and their future plans. It was based on three samples: (1) 1969 seniors who first enrolled at SUNY/B in 1965, (2) 1969 seniors who enrolled at SUNY/B at other times or who transferred in from other institutions, and (3) students who were 1965 SUNY/B freshmen but had either left SUNY/B or were still here but not graduating in 1969. The data reported describes student participation in organizations and activities, their opinions of their academic and personal experiences, and their career plans and expectations. Frequency tables reporting percentages of students responding to the various options of the questions complement the general discussion of major findings.

216. Gaither, Gerald, John Edgerly, Ralph Boston. Ethnic Group Attitudes: A Behavioral Model for the Study of Attitude Intensity, 1969 Proceedings of the Annual Forum of AIR, 1969, 24 p.

This report presents a model, based on psychophysical components, which outlines a stimulus-organism-response paradigm for assessing attitudes in the college environment. It presents the development of an attitude scale from phenomena based on the actual behavior of the individual within his environment. Also, the model proposes a method of establishing a hierarchy of attitude intensity from the cues that could trigger disruptive behavior.

217. Gaither, Gerald H. Student Attitudes at the University of Tennessee, Office of Institutional Research, The University of Tennessee, 62 Administration Building, Knoxville, Tennessee 37916, 1969, 24 p.

This report identifies specific issues and attitudes of three groups (i.e., black, white, and international) toward the University. The findings of the study point up the fact that although there is broad general agreement on what constitutes the relevant issues, a heterogeneous student body differs considerably on its attitude (whether positive or negative) toward these issues. The responses of the three groups are included in the form of hard data.

218. Gaither, Gerald H. Student Evaluation of the Campus Bus Facility, Office of Institutional Research, The University of Tennessee, 62 Administration Building, Knoxville, Tennessee 37916, 1969, 3 p.

This report is an examination of the campus bus system from the standpoint of student opinion. Only 5% of the students sampled were opposed to continuing the system. Specific advantages listed were greater mobility, course selection and savings in terms of finances and time. Two small but significant areas of complaint centered around irregular bus arrival and stoppage at stations; also a certain amount of brusqueness and discourtesy by the bus drivers was encountered.

219. Hartman, Michael, Roger Kramer, D. Michael Murtha, John E. Proctor, John Thomson. The Fifth Grade Classroom, ERIC Clearinghouse on Educational Facilities, the University of Wisconsin, Madison, Wisconsin, 1970, 107 p.

In depth facility investigation of the relationship of the environment to student and teacher needs. Recommendations for practices and environmental specifications were accompanied by illustrative examples of the most recent and advanced educational developments.

220. Hoffman, Bernard B., Margaret Brinkman, Bill Williams. Campus Environment: An On-Going Assessment of Student Attitudes, Data for Decision Making 17690 River Road, Guerneville Park, California, 95446, 1969, 61 p.

This study reports on the twelve campus application of a technique designed to offer the administrator an almost instantaneous and on-going assessment of attitudes from strongly agree to strongly disagree on 150 items in the campus environment. The report is limited to the first application and comparative forms of analysis; however, the greatest value of the work will be found in multiple applications and resulting trend analysis of student, faculty and administrative views before, during and after a given situation such as a change in policy. Additional options offered the administrator by this tool include both trend and cluster analysis by selected groups and group characteristics which are then projected against their strength of attitude on the subject desired. Future applications have been suggested in the areas of program and instructional evaluations, studies of grading practices, student finances, living situations, social interaction studies for developmental and long range planning efforts.

221. Perch, T. James. Student and Faculty Evaluations of the College Library, Office of Institutional Research, Manhattan College, New York, New York, 10471, 1970, 10 p. \$1.00

This study examines the extent to which the institution's central library is perceived as adequate or inadequate for its students and faculty. It assesses differences in student evaluations by residential status, class, academic field and degree of utilization. Differences in faculty evaluations are examined by department and degree of utilization. The study also analyzes differences between the two sets of evaluations.

222. Stordahl, Kalmer. Student Satisfaction With Northern Michigan University, Office of Institutional Research, Northern Michigan University, Marquette, Michigan 49855, 1969, 20 p.

The college student questionnaire - part 2 - was administered to a stratified random sample of 529 students. This report is based upon an analysis of the scores on the satisfaction with faculty, satisfaction with administration, satisfaction with major, and satisfaction with student scales. The scores on each scale were analyzed by sex, residence, and class.

223. Wolfe, Nancy S. The University Experience - The First Few Weeks. BOAC Interview Study 1, 1967 Freshman Class, University Research, State University of New York at Buffalo, 316 Harriman Library, Buffalo, New York 14214, 1970, 103 p. \$2.50

This report presents data from a second sample of a 100 freshmen, randomly selected from the 1967 freshman class at SUNY in Buffalo. It presents data gathered in a 1 hour interview early in the first semester of their freshman year. The format of this report follows that of previous reports in this series in an attempt to validate the dimensions of student responses concerning their initial experiences at the University. Information presented relates to their decisions to attend college, their attitudes and opinions about the University, the faculty and course work, their involvement in university life, and their future goals. Frequency tables and representative quotations complement the generalizations of the text.

224. Wolfe, Nancy S. The University Experience - The First Year. BOAC Interview Study 2, 1966 Freshman Class, University Research, State University of New York at Buffalo, 316 Harriman Library, Buffalo, New York 14214, 1969, 116 p. \$2.50

Presents the viewpoints of a stratified (males, females, residents, commuters) random sample of freshmen selected from the 1966 entering class. The student opinions were obtained in a 1 hour interview held during the second semester of their freshman year, during which they discussed their reactions to the university experience, attitudes and opinions about the university, involvement in university life, attitudes toward faculty and course work, perceptions of their personal attitudes, valued experiences, and concerns, and future goals. Frequency tables, discussion of salient findings, and representative quotations of the students comprise the format of this report.

RETENTION, ATTRITION, AND TRANSFER

225. Bahlke, Susan, Jane Loeb, Lehmann Robinson. Attrition at the University of Illinois Chicago Circle and Urbana-Champaign Campuses: A Preliminary Descriptive Study, University of Illinois, University Office of School and College Relations, 409 East Chalmers, Room 348, Champaign, Illinois 61820, 1969, 24 p.

A questionnaire concerning reasons for leaving the University and activities subsequent to withdrawal was sent to freshmen enrolling at either campus of the University in the Fall of 1966 who did not register the next fall. ACT scores, high school percentile rank, University GPA, and responses to the Student Profile Section of the ACT were also available and were related to reasons cited for leaving the University.

226. Florida Community Junior College Inter-institutional Research Council (IRC) Where Are They Now? Florida Community Junior College, Inter-institutional Research Council, College of Education, University of Florida, Gainesville, Florida 32601, 1969, 55 p. \$2.00

This document contains a follow-up study of first time freshmen in Florida's community junior colleges in Fall, 1966. The study provided valuable insights into student characteristics along with vital insights into the value of given research, sampling, questionnaire building, data gathering and analytical techniques.

227. Morishima, James K., R.W. Knski. Upper-Division Matriculation, Office of Institutional Educational Research, University of Washington, Seattle, Washington 98105, 1969, 15 p.

An analysis of the history, rationale, and prospective usefulness of matriculation procedures into the upper division as control measures on number and quality of students. Both advantages and limitations are discussed, with emphasis on how and by what criteria such procedures could be effected.

228. Phay, John E., Arthur D. McCary. Undergraduate Transfer Students at the University of Mississippi, 1963-1966, Bureau of Institutional Research, University of Mississippi, 1967, 49 p.

This study is primarily concerned with longitudinal analyses of scholastic achievement, persistence, attrition, and graduation among subgroups of transfer students admitted to the University of Mississippi Fall Semester, 1963. Two ratios were developed - the "academic ratios" and the "University Ratio" - which were used to compare academic performance and attrition among subgroups.

229. Smith, Wayne E. A Student Flow Model, Wayne E. Smith, Planning Office, University of California, Los Angeles, California 90024, 1969, 13 p.
- This paper presents a model for student flow patterns including level of student and major of student. It describes very briefly how historical data were collected, programmed, stored, modified and used for projection of future student distributions, and future departmental workloads. Sample reports are included.
230. Turner, Hugh J. The Half That Leaves, Florida Community Junior College, Inter-institutional Research Council (IRC), College of Education, University of Florida, Gainesville, Florida 32601, 1970, 15 p. \$.25
- This document is a survey of attrition in community colleges. The nature of the non-continuing student and reasons for leaving college in terms of both the community college and higher institutions are explored.
231. Willingham, Warren W., Nurham Findikyan. Patterns of Admission for Transfer Students. College Entrance Examination Board Publications Department, 475 Riverside Drive, New York, New York 10027
- The authors surveyed 146 representative four-year colleges in an effort to determine the nature and magnitude of transfer movement throughout the nation, the factors that were determinants of admission, and some of the barriers that confronted students desirous of transferring.
232. Wilson, Kenneth M. Student Attrition at CRC-Member Colleges, College Research Center at ETS, Educational Testing Service, Princeton, New Jersey 08540, 1970, 11 p.
- This study analyzes student attrition over a recent four-year period. The act of withdrawing from college may be thought of as the end result of or a critical point in a two-way evaluative process in which the college is being appraised by the individual as well as the individual by the college. Stress is placed on the importance of attrition as a focus for institutional inquiry and the need for careful historical data on attrition and other institutional variables.

MISCELLANEOUS

233. Andes, John. "Due Process" for Junior College Students in Academic and Discipline Cases, The Florida Community Junior College, Inter-institutional Research Council (IRC), College of Education, University of Florida, Gainesville, Florida 32601, 1970, 11 p. \$.25

The author places special emphasis in his work on compliance systems in higher education. Recommendations are made for a system of due process for junior colleges.

234. Astin, Alexander W., Robert F. Boruch. A "Link" System for Assuring Confidentiality of Research Data in Longitudinal Studies, The Office of Research, American Council on Education, One Dupont Circle, Washington, D.C. 20036, 1970, 18 p.

This research report describes the system which has been developed by the American Council on Education to assure the confidentiality of its research data. Basically, the system involves maintaining separate files for data, i.e., questionnaire responses, and identification information such as the subject's name and address (which is necessary as the research is part of a longitudinal program). The only mechanism for linking the two files requires information stored on a third tape which is deposited in a foreign country. Thus, the entire collection of files necessary to tie an individual's name and responses is not available to any person or organization.

235. Bellott, Fred K. Design for Tennessee Assessment and Evaluation of Title III, E.S.E.A., Bureau of Educational Research and Services, Memphis State University, Memphis, Tennessee 38111, 1969, 111 p.

Presents a strategy design for evaluation of projects through synthesis of CIPP model characteristics with other evaluation models. The strategy has been adopted by the Tennessee State Department of Education and is currently in use or being installed in Title III projects.

236. Benezet, Louis T., Clifford T. Stewart. The Cluster College, chapter in the Encyclopedia of Education, (The Macmillan Company, New York: In press).

This article describes cluster colleges, their development, financing, and governance.

237. Benfield, R.O. Student Health Center Operations, 1968-69, Office of Institutional Studies, University of Houston, 3801 Cullen Blvd., Houston, Texas, 77004, 1969, 32 p. \$.35

This report evaluates the operating requirements of the student health center at the University of Houston. The study was restricted to the historical operating requirements for the academic year, 1968-69. Particular attention was given to the types of medical services provided, the hours in which medical services are requested, the characteristics of the patients (i.e., student, faculty, staff, etc.), and to income from services. Future resource requirements were projected from established trends. The study concludes with observations and recommendations for operational improvement.

238. Committees of Presidents of Universities of Ontario. Brief to the Committee on University Affairs, Committee of Presidents of Universities of Ontario, 230 Bloor Street West, Toronto 181, Ontario, 1969, 54 p.

This brief contains estimates of operating fund requirements of the provincially assisted universities of Ontario for 1970-71. It is written in five sections, including quantitative descriptors of university operations, projections of enrollment and financial implications, problems of enrollment forecasting, projected increases in cost components and finally the conclusion.

239. California State College Directors of Institutional Research. Mission and Functions of Institutional Research in the California State Colleges, The Division of Institutional Research, Office of the Chancellor, The California State Colleges, 5670 Wilshire Blvd., Los Angeles 90036, 1969, 12 p. (on loan)

Institutional Research, in various forms, has existed for some time in the field of higher education. Yet, definitions of the science of "self-study" are as varied as the tasks performed by institutional researchers. This position paper represents an attempt to derive both a philosophical and working definition of the mission and functions of I.R. as it applies to the California State Colleges. Assembled by the individual State College Campus Director's of I.R. in committee, Mission and Functions also includes a bibliography on the background and nature of I.R.

240. Firnberg, James W., John R. Williams, Jerry J. Baudin. Institutional Research Reports 1969-70, Office of Institutional Research, 383 Pleasant Hall, Louisiana State University, Baton Rouge, Louisiana 70803, 1969-70, 71 p.

The Institutional Research Report series consists of sixteen separately titled, brief reports concerning such areas as faculty and administrative salaries, degrees held by faculty, student achievement, degrees granted, enrollment estimates, etc. These reports are distributed throughout the Louisiana State University System to administrative offices, deans, and department chairmen.

241. Gooden, G. Joe. An Analysis of Alternative Registration Systems for the University of Houston, Office of Institutional Studies, University of Houston, 3801 Cullen Blvd., Houston, Texas 77004, 1969, 23 p. \$3.00

The study presents data, both pro and con, associated with the proposed adoption of a computer-aided registration system at the University of Houston. Included is an investigation of both the present registration system, which uses the computer primarily for the production of permit-to-register cards, class cards, and the final registration reports; and the proposed computer-aided system, which consists of a manual master schedule construction (as at present) and a computerized algorithm for accomplishing student assignment to class sections.

242. Harness, Donald. Faculty Travel Study, Fall 1969, Director of Institutional Studies, 105 Administration Bldg., University of Cincinnati, Cincinnati, Ohio 45221, 1970, 21 p.

This report summarizes the results of a questionnaire sent to the faculty at the University of Cincinnati, interviews with the Deans of all the colleges, plus a review of the faculty handbooks from several other universities. The study concerned the policies regarding faculty travel. Items such as how effective are present policies, how much use of faculty travel funds is being made, who travels, why, where, by what means, and many other such questions, were asked.

243. Hecht, Alfred R. The Moraine Valley Resident: His Attitude Toward The Community College and His Socio-economic Characteristics, Office of Research and Curriculum Planning, Moraine Valley Community College, Palos Hills, Illinois 60465, 1969, 36 p.

To provide the college with planning data and to provide social science students an opportunity to conduct research, a two per cent random sample of 1,350 households, stratified by 25 district municipalities, was interviewed by 144 students. Residents' attitudes toward the college and selected socio-economic characteristics were determined. Sample survey materials are included.

244. Hobbs, Dan S. The Role and Scope of Oklahoma Higher Education, The Oklahoma State Regents for Higher Education, 118 State Capitol Building, Oklahoma City, Oklahoma 73105, 1970, 106 p.

A study designed to assess the needs of Oklahoma for higher education programs and services in the years ahead and to develop a plan whereby a rational division of labor might be effected among the various segments of the higher education enterprise.

245. Hobbs, Walter C. Research Reports, Volume III, Office of Institutional Research, 201 Crosby Hall, State University of New York at Buffalo, Buffalo, New York 14214, 1970, iii & 203

A collection of research reports, tabulations and papers, generated by or with the assistance of the Office of Institutional Research, State University of New York at Buffalo, during the time period September 1967 to August 1969. Previous biennial volumes covered September 1963 to August 1965 (Volume I) and September 1965 to August 1967 (Volume II).

246. Kells, H.R. Secretary, University Ad Hoc Committee on Coeducation, The Impact of the Introduction of Coeducation At Rutgers College on the Federated College Plan in New Brunswick, Office of the Provost, Rutgers University, New Brunswick, New Jersey 08903, 1970, 52 p.

The New Brunswick campus of Rutgers is organized on a collegiate model. This federated college plan includes Rutgers College (all male), Douglass College (women's college), Livingston College, and will include 2-3 more colleges in the next 10-15 years. This report explores the probable impact on the other member colleges (costs, curricular shifts, student services, student mix, etc.) of the proposed conversion of Rutgers college to coeducational status.

247. Knoop, Sister Catherine Therese. Statistical Profile for Mount St. Mary's College, Los Angeles, California, Office of Institutional Research, Mount St. Mary's College, 12001 Chalon Road, Los Angeles, California 90049, 1970, 45 p. \$1.00

This report consists of tables of comparative data for Mount St. Mary's College on: income and expenditures; financial aid; average class sizes, retention, attrition, and transfer data; SAT scores of entering freshmen; and course instruction relationships, which include departmental data on student credit hours, weighted average class size, average SCH per FTE faculty, percentage of credit hours taught in classes of fewer than ten students, and departmental expenditures per SCH.

248. Lyons, Paul R. What is Institutional Research? Florida Community Junior College, Inter-institutional Research Council (IRC), College of Education, University of Florida, Gainesville, Florida 32601, 1969, 10 p. \$.25

A general treatment of history and development of institutional research in American higher education is considered along with the role of institutional research as well as philosophical issues. Also, a survey of institutional research is included.

249. Phay, John E., Arthur D. McCary. Student Credit Hours Statistics, Oxford Campus 1963-64--1968-69, University of Mississippi, Bureau of Institutional Research, University, Mississippi, 1969, 28 p.

Graphs and tables are used to show changes in production of student credit hours, during the academic years 1963-64--1968-69, for instructional departments, college, and schools at the University of Mississippi.

250. Rust, Jerry H. Jr. State Coordination of Higher Education, Director, Tennessee Higher Education Commission, 1970, 6 p.

To properly carry out the responsibilities of a state-wide board of higher education one must maintain a management information system. The sophistication of this system varies with the legal, political, and functional limitations which are placed upon it. Areas in which the board needs comparable and consistent data are: funding sources; financial accounting and reporting; students, faculty, and staff facilities, and the academic role and scope of the institutions.

251. Schafer, Michael I. Florida Community Junior College Research Review, Florida Community Junior College, Inter-institutional Research Council (IRC), College of Education, University of Florida, Gainesville, Florida 32601, 1970, 64 p. \$2.00

Reports and report abstracts of selected research of significance for January 1969 - March 1970.

252. Sparkman, James T., et al. Comprehensive Study of Higher Education in Arkansas, Commission on Coordination of Higher Educational Finance, 401 National Old Line Building - Little Rock, Arkansas, 1968, 300 p.

This study considers the total higher education effort in the State of Arkansas and makes recommendations pertaining to modifications and practices considered necessary for maximum future efficiency and expansion.

253. Stewart, Clifford T., H.R. Kells. Cooperation Among Private Colleges, chapter in The Cluster College, Jerry G. Gaff & Associates, (Jossey-Bass, San Francisco 1970) \$8.50

This chapter discusses the extent of academic cooperative arrangements at an established multi-college voluntary cluster of colleges and compares costs of this type of arrangement with those of non-cluster colleges.

254. Stewart, Clifford T. Financial Aspects of Interinstitutional Cooperation, paper presented to the Operations Research Society of America, Western Section, Fall Meeting, September 19, 1969, 15 p.

This paper discusses costs of the various services in a cluster of small, private colleges versus the cost of the same services in individual non-cooperating colleges.

255. Stock, Gary C., Nathan R. Keith, Jr. The University of Georgia Fact Book, Institute of Higher Education, Candler Hall, The University of Georgia, Athens, Georgia 30601, 1969, 92 p. (on loan)

This publication, the first of an annual series, presents basic factual institutional information for use by the faculty and the administration when preparing grant proposals, answering questionnaires, recruiting new faculty, developing long-range plans, etc. Basic information includes data on enrollment, degrees conferred, student and faculty information, library holdings, sources of research funds, areas of university service, university revenue, and physical facilities data.

256. Torrence, Lois E. Survey and Analysis of Earned Doctorates, 1916-1966 at American University, Washington, D.C., Office of Institutional Studies, American University, Washington, D.C. 20016, 1969, 114 p.

Summary and analysis of the earned doctorates during the first fifty years at American University. Includes fields of degrees, undergraduate institutions, time span from bachelors to doctorate and, for recent years, comparisons with and relationship to national figures on earned doctorates. Results of questionnaire sent to A.U. doctoral graduates provide basis for evaluation of their graduate experience at the University. Post-doctoral employment data is analyzed. Extensive tables. Biographical data on each doctoral graduate.

257. Turner, Hugh J., Jr., Michael I. Schafer. The Question of Community College Research, Florida Community Junior College, Inter-institutional Research Council (IRC), College of Education, University of Florida, Gainesville, Florida 32601, 1970, 20 p. \$.25

This work examines the purposes and current practices of research in the two-year college in terms of determining principles and procedures which may be of value to an institution in considering its own policies. A general treatment of history, development and philosophical issues concerning institutional research in the junior college is included.

258. Wilson, Kenneth M. On Studying College Students, College Research Center at ETS, Educational Testing Service, Princeton, New Jersey 08540, 1969, 5 p.

This paper describes use of survey procedures with entering students at eight member-colleges of College Research Center and outlines a basic rationale for the regular use of such procedures as part of a continuing program of institutional research.

259. Wilson, Kenneth M. Population Pressures and Students' Preferences Regarding Family Size, College Research Center at ETS, Educational Testing Service, Princeton, New Jersey 08540, 1970, 6 p.

This study considers student preferences for family size, expressed as entering freshmen, in relation to current emphasis on voluntary limitation of family size. Data are presented for students entering CRC-member colleges during a recent five-year period.

AUTHOR INDEX

- Adams, W. Sam, 29, 106, 107, 190
 Alberti, Jean M., 108
 Allen, Hyrum John, 173
 Altman, Robert A., 30
 Andes, John, 233
 Ard, Robert F., 191
 Asher, E. J., 209
 Ashley, Robert, 88
 Astin, Alexander W., 109, 110, 234
 Bahlke, Susan, 225
 Bailey, Robert L., 31, 32, 33, 71
 Bakos, Estelle, 34
 Baudin, Jerry J., 240
 Bayer, Alan E., 110
 Bellott, Fred K., 235
 Benezet, Louis T., 236
 Benfield, R. O., 1, 237
 Berdie, Ralph F., 111, 112
 Berte, Neal R., 84
 Block, Terry J., 113
 Bluhm, Harry P., 35, 174, 210, 211, 212
 Bogue, E. G., 36
 Bolin, John G., 37
 Bopp, Gordon R., 20
 Boruch, Robert F., 234, 110
 Boston, Ralph, 216
 Bowers, John J., 114, 192
 Bray, Elliott, 60
 Brinkman, Margaret, 220
 Brown, Charles I., 38
 Brown, Donald, 89, 90, 91, 92
 Brown, Gerri S., 108
 Bureau of Educational Research and Services, 115
 California State College Directors of Institutional Research, 239
 Carey, Robert C., 133, 179
 Cohen, Irving, 116, 117, 118
 Committee of Presidents of Universities of Ontario, 2, 238
 Connally, John J., 54
 Couch, Shirley Jensen, 174
 Counellis, James Steve, 119, 120
 Creager, John A., 110
 Curry, Denis J., 39, 40, 41, 42
 DaSilva, T., 23, 93
 Davis, Samuel, 12
 DeLisle, Frances H., 72
 Deniston, O. L., 94, 95
 Dennison, John D., 122, 123, 124, 125, 126
 Deren, Sherry, 127
 Division of Institutional Research, 3, 4, 5, 96, 97, 98, 99, 100, 128, 129, 175, 176, 193
 Dodge, Norman B., 6
 Drew, David E., 110, 130
 Edgerly, John, 216
 Elliott, Billie C., 213, 214
 Erickson, Gerald, 138
 Fagin, Henry, 20
 Faulkner, Paula Nash, 63
 Faulman, Jane, 215
 Feldman, Kenneth A., 131
 Ferrin, Richard I., 177
 Fincher, Arvel L., 41
 Findikyan, Nurham, 231
 Florida Community Junior College Inter-institutional Research, 226
 Fowley, George, 132
 Frankel, Edward, 194
 Froehlich, Gustav J., 133, 178, 179
 Gaither, Gerald H., 195, 217, 218
 Getting, V. A., 94, 95
 Gooden, G. Joe, 241
 Goodwin, Dorothy C., 42
 Hansen, B. L., 7, 23, 24
 Harness, Donald, 43, 73, 242
 Hartman, Michael, 219
 Hayes, Larry K., 180
 Heaton, H. L., 60
 Hecht, Alfred R., 243
 Hecox, Walter E., 134, 181
 Hespenheide, John E., 137
 Higgins, Paul S., 135
 Hobbs, Dan S., 25, 44, 244
 Hobbs, Walter C., 45, 46, 245
 Hoffman, Bernard B., 136, 196, 220
 Holman, Paul C., 47, 48, 49, 102
 Houston, John W., 50, 37
 Im, In Jae, 111, 112
 Innis, C. Thomas, 51, 52
 Jacobsen, John P., 138
 Jones, Charlton Hudson, 53
 Jones, Gordon, 122, 123, 124, 125, 126, 139
 Keith, Nathan R. Jr., 255
 Kells, H. R., 246, 253
 Kelly, M. Frances, 54
 Knoop, Sister Catherine Therese, 247
 Koski, R. W., 227
 Kramer, Roger, 219
 Lankford, Francis G., 140

- Larkin, Caroline M., 197
 Larsen, Suzanne, 182, 198
 Leischuck, Gerald S., 141
 Leitch, R. A., 8, 9
 Lenning, O. T., 142, 143
 Lewandowski, A. R., 178
 Lins, L. J., 10, 144, 183
 Liu, Han Chin, 154
 Locklin, Ralph H., 55
 Loeb, Jane, 121, 184, 199, 225
 Lucas, John A., 11, 74, 75, 76, 145
 Lyons, Paul R., 248
 Mackeraghan, Lysle R., 12
 Martens, Freda R. H., 77
 Martin, Charles L., 101
 Martorana, S. V., 25
 McCary, Arthur D., 228, 249
 McDermott, Marie, 127
 McGervey, John F., 20
 McIntyre, Charles, 13, 14, 15, 16
 McLaughlin, Gerald W., 146
 Melnick, Murray, 78, 127
 Micek, Sidney S., 56, 200, 201
 Milligan, Frank G., 147
 Morgovsky, Joel, 148, 149, 150, 151
 Morishima, James K., 56, 57, 200, 201, 227
 Murtha, P. Michael, 219
 Myers, David G., 202
 Nangle, John E., 152
 Neabling, Sue M., 106, 107
 Nunnery, Michael Y., 58
 Perch, T. James, 59, 153, 221
 Petrik, Eugene V., 17
 Phay, John E., 228, 249
 Pieper, William C. Jr., 164, 203
 Pilapil, Bonifacio, 111, 112, 154, 160
 Pinnell, Charles, 18, 60
 Proctor, John E., 219
 Raulerson, Marsha, 79
 Reiner, John R., 80
 Robinson, C. L., 19
 Robinson, Lehmann, 121, 199, 225
 Romney, Leonard C., 88
 Roney, Robert K., 61, 103
 Rosenstock, I. M., 94, 95
 Rossman, Jack E., 81, 135, 155, 204
 Rust, Jerry H. Jr., 250
 Sandell, Sandra D., 155
 Schafer, Michael I., 82, 83, 156, 157
 Schott, Ernest H., 56
 Sharp, James B., 20, 21
 Shawhan, Gerald L., 62
 Smith, Wayne E., 63, 229
 Sparkman, James T. et al., 252
 Spencer, Gary, 158, 159
 Stecklein, John E., 154, 160
 Steele, Matt W., 161
 Stewart, Clifford T., 236, 253, 254
 Stewart, T. A., 79
 Stivers, Earl R., 162
 Stock, Gary C., 255
 Stoller, Daniel L., 137
 Stordahl, Kalmer, 163, 222
 Sullivan, John J., 64
 Suslow, Sidney, 164
 Taylor, Alton L., 65, 104, 140, 165
 166, 167, 168, 169, 170
 Tetlow, William L. Jr., 22
 Thomas, David C., 84
 Thompson, Elizabeth, 171
 Thompson, I., 23, 24
 Thomson, John, 219
 Torrence, Lois E., 172, 256
 Trowbridge, Keith W., 66, 67
 Turner, Hugh J., 230, 257
 Wacholder, Michael H., 18
 Wahlert, Alida, 78
 Wattenbarger, James, 25
 Welch, W., 94
 Wharton, Keith, 85, 86, 105
 Williams, Bill, 220
 Williams, Gerald F., 220
 Williams, John R., 240
 Willingham, Warren W., 26, 27, 28, 231
 Wilson, Kenneth M., 185, 205, 206, 207,
 208, 232, 258, 259
 Wisconsin Coordinating Council for Higher
 Education, 186, 187, 188
 Witheiler, Paula, 87
 Witmer, David R., 68, 69, 70
 Wolfe, Nancy S., 223, 224
 Wood, Lester, 60
 Wray, Frederick Earl, 141
 Yates, Doris, 189
 Yuker, Harold E., 78, 127